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ABSTRACT

Developed by the Chicago public schools in coordination with State and local departments of vocational education, the document is the second in a series of three curriculum guides. Intended for use at the intermediate school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions. The program emphasizes the contribution of group guidance to the total guidance program and in the classroom; group guidance techniques and the development of a guidance unit plan are discussed. All three career development guides in the series--primary, intermediate, and upper levels--are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans. Each unit specifies general unit goals, specific behavioral objectives, and suggestions for classroom activities. Concluding each unit is a detailed bibliography of resource materials, including books, kits, audiovisual materials, and other instructional aids. (MW)

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CAREER DEVELOPMENT FOR THE INTERMEDIATE LEVEL

CE 003 511

JAMES F. REDMOND
General Superintendent of Schools

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CITY OF CHICAGO

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Chicago, Illinois

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FOREWORD

The Chicago public schools have undertaken a variety of programs in recent years to provide wide exposure to the vocational and avocational world and to relate the activities in school to the functions of living beyond the school. These programs are enumerated in the introduction of this publication, and all capitalize upon the strength of children and a guidance-oriented relationship between pupils and teachers to develop group processes that enhance each child's self-image and fortify his sense of opportunity.

On July 8, 1970, the Board of Education approved a plan for weekly group guidance with occupational information from kindergarten or preschool through eighth grade.

Under the plan, the weekly sessions will be conducted by classroom teachers and coordinated by the adjustment teacher or counselor who will be fulfilling the role of guidance coordinator, the term used by the State of Illinois and here adopted for the function inasmuch as it is a generic term covering both the customary name of counselor and the unique name of adjustment teacher.

This is a cooperative enterprise with the state and local Departments of Vocational Education working with the guidance division of the Bureau of Pupil Personnel Services to make an expanded career development program possible. It will bring a valuable and unusual service to an estimated 350,000 more pupils, kindergarten through grade 6, than formerly benefited from weekly group guidance. By strengthening the teacher-pupil relationships, solid groundwork is being laid for the expansion of a developmental program of elementary school guidance.

Above all, it needs to be emphasized that, for this bit of each pupil's week, he is not to be required to provide a "right" answer, nor is he to be marked. This should be his time to explore ideas, happenings, imaginative glimpses, and opportunities. This should be his sight of the untraveled shore that fades forever and forever as he moves.

JAMES F. REDMOND

General Superintendent of Schools

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INTRODUCTION

The guidance program in a school is an integral part of the instructional program and is comprised of those services and techniques which are organized to assist each pupil to become self-directive, to see himself in relation to his opportunities, and to formulate and achieve worthy and realistic goals. A school guidance program, thus, must be continuous from school entrance to school leaving and must be a planned, every-pupil service.

Under the leadership of the principal, the counselor or adjustment teacher is the staff person(s) within each school who is responsible for coordinating the program. However, because of the nature of the elementary school, the developmental stages of children, and the close relationship between the classroom teacher and his pupils, the teacher is the most significant school adult in delivering the services of the guidance program.

Components of a guidance program may be categorized as follows:

- Articulation and orientation activities
- Identification and exploration of individual characteristics
- Dissemination of occupational and educational information
- Counseling contacts for pupils
- Placement activities
- Referral services
- Maintenance of a system of records
- Followup and evaluation activities

An Every-Pupil Service

The foregoing services reach the pupil in one of two ways, through group processes or individual contacts. While individual counseling is an important method of providing guidance service, group guidance has unique usefulness as a base. Many advantages accrue to a school educational program when weekly class-size group sessions are a planned part of that program. One main advantage is that basic services are assured to all children and the force of the peer group is utilized.

The end goal of the guidance program is optimum development and autonomy in social, personal, and academic areas that are

part of the lifelong process called 'career development'. Super, Hoyt, Roe, Tennyson, and others have written at length about this process. In his keynote address to the Chicago Public School All-City Guidance Conference in December, 1970, Dr. Norman C. Gysbers of the University of Missouri described variables affecting career development. He defined career development "as that portion of human development which centers on the unfolding of an individual's career identity. It's the term used to describe this unfolding process that endures for a lifetime."

Recognition of the Need

The need for a continuum of services to meet the developmental guidance needs of pupils in the life process of career development has long been recognized by the Chicago public schools. Adjustment teacher service and counselor service are answers to that need and offer a continuous program of services, but the role of the classroom teacher is all pervasive in a pupil's day. Moreover, group processes have an inherent value in meeting the developmental needs of young people.

Developmental Guidance Programs

Efforts to incorporate group processes in the elementary school guidance program began in 1956 with the introduction of weekly group guidance in class-size groups in the upper grades. With the assistance of Title V of the National Defense Education Act of 1959, a summer program of group guidance was developed in 1965 and was conducted daily in three schools for new eighth and ninth graders. Suspension of funding ended the program. When the Elementary and Secondary Education Act of 1965 made money available for after-school programs, group guidance was initiated in all ESEA schools. The groups were led by classroom teachers who received consultant service from the district guidance consultants. While the number of groups was limited to one daily in each school, experience was gained at virtually all grade levels. Subsequently two other programs provided experience in group guidance under the leadership of the classroom teacher. The first of these, termed in-school group guidance, was provided to all sixth grade pupils in approximately 70 schools in the four saturation districts under ESEA. Inservice training was offered the teachers on a regular basis by consultants.

In 1966 a planning grant was obtained under Title III of ESEA for a unique project entitled "Planning of a Career Development Program for Intermediate Grade Children." Special summer schools were established in which teachers experimented with group guidance techniques and approaches in regular class units such as social studies and language arts.

In 1969 funds were obtained under NDEA to analyze the need for an elementary school guidance design and to plan one suitable

for the 1970s. Steps in the formulation of the projected developmental elementary school guidance program included --

- A citywide survey of adjustment teachers and principals to determine needs and receptivity of the guidance concept
- Research of recent guidance literature
- Consultation with leaders in guidance and related fields
- Consultation with field staff, administrators, teachers, community groups, and children
- Inservice programs

The plan which emerged from the above steps was then tested in nine pilot schools.

Each of the programs and projects, implemented over the last fifteen years, tested group guidance methods and content effort.

Expansion of the Guidance Service

Further recognition by the Board of Education of the need for a continuous K-12 Program is evidenced by Board approval of including and elementary school program of occupational information and group guidance in Chicago's Five-Year Plan for Vocational Education. Subsequently, the Board approved the Report titled "Authorize Preparation of Occupational Information Materials for Use in the Elementary School Grades, and Initiation of an Elementary School Guidance Program Kg-8," (70-634-5) which provided, among other items, for amending the official time schedule for the elementary school to include 40 minutes weekly for group guidance and occupational information in grades seven and eight, 30 minutes weekly at the intermediate level, and 20 minutes at the primary level.

The long-range goals of the program are to assure the delivery of certain fundamental guidance services to each student. These services are designed to foster his development as a person and to improve his response to the learning climate and the environment of which he is a part. In addition to these every-pupil services, particular students must receive special assistance because of their special needs.

PART I - BASIC CONSIDERATIONS

CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL

The primary responsibility for evolving a productive and rewarding way of life rests upon the individual himself. In enabling individuals to assume such responsibility it becomes the task of the school to relate what goes on in the classroom to what people do beyond the walls of the school and to provide leadership for all children in developing self-understanding and planning for present and future needs of our rapidly changing society.

Career Development

The process of career development encompasses more than acquisition of occupational information. Twiford[4] states --

> *It is being increasingly recognized that a developmental approach to career education and guidance requires sequential, articulated programming from the kindergarten through each successive "level" of education. In broad process terms, the progression is frequently described as moving primarily from early awareness, through orientation, to exploration, to more selective and intensive investigation and consideration as appropriate group and individual maturation and current needs* (indicate). *These broad processes, so described, relate both to the self and to the world of work, and to the interrelationships.*
>
> *It is basic to observe also that education for career development and guidance entails a total-school involvement. The teaching function as well as the counseling function takes on a greater commitment to this aspect of human development along with other aspects. The instructional curriculum as well as the specialized guidance and counseling services becomes crucially involved.*

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[4] Don D. Twiford and Frank L. Sievers, Occupational Outlook Handbook. "Using the Handbook in Guidance." (Washington, D.C.: Superintendent of Documents, 1973), p. 3.

Recognition of Need

The recognition of the need to develop such programs in our schools is reflected in the numerous bills that passed Congress in the past few years involving career development, occupational information, and vocational training. Recognition of Career Development needs is further expressed in the Illinois Program for Evaluation, Supervision, and Recognition of Schools,[5] which states --

> *6-7 The instructional program of every school district shall address itself to initiating a career education program.*
>
> *6-7.1 The educational system shall provide every student with opportunities for training in the world of work.*
>
> *6-7.2 Every district shall initiate an organized sequential Career Development awareness, exploration, orientation, and preparation program at all grade levels which should enable students to make more meaningful and informed career decisions. Career Development encompasses the entire process of preparing an individual for a productive and meaningful life.*

Career Development is included in a state directive in two areas, Curriculum and Pupil Services. The Office of the Superintendent of Public Instruction for the State of Illinois in Action Goals of the Seventies states "Many student witnesses complained that little or no assistance was given in assessing career, vocational and higher education possibilities . . ."[6] Several action goals were formulated to provide such assistance.

> *Action Objective #4: (Chapter Eight, Pupil Services, p. 115)*
>
> *BY 1975, IN COOPERATION WITH THE DIVISION OF*

---

[5]Illinois, Office of the Superintendent of Public Instruction, The Illinois Program for Evaluation, Supervision, and Recognition of Schools, Circular Series A, Number 160 (Superintendent of Public Instruction, State of Illinois, 1973), p. 20.

[6]Illinois, Office of the Superintendent of Public Instruction, Action Goals for the Seventies: An Agenda For Illinois Education, (Superintendent of Public Instruction, State of Illinois, 1972), p. 113.

VOCATIONAL AND TECHNICAL EDUCATION, AID IN THE DEVELOPMENT OF GRADES K-6 CAREER AWARENESS PROGRAMS, GRADES 7-10 CAREER EXPLORATION, AND GRADES 10-12 CAREER ORIENTATION PROGRAMS.

Necessary Steps:

1. *Broaden vocational education in each institution by developing a sequential career education concept to include career awareness, exploration, orientation, and preparation by 1973.*

2. *Make instructional materials relevant to the teaching and enrichment of the career education program available through the media center of each institution by the 1973-74 school year.*

3. *Develop comprehensive career education programs in all institutions by 1974 utilizing one of the following concepts: Joint agreements with other public or private institutions, participation in an area vocational center, or development of self contained programs.*

Action Objective #2: (Chapter Six, the Curriculum)[7]

BY 1975, PROVIDE OCCUPATIONAL INFORMATION FOR ELEMENTARY SCHOOL PUPILS AND CAREER EDUCATION FOR ALL STUDENTS IN HIGH SCHOOLS, POST-SECONDARY SCHOOLS, AND FOUR-YEAR INSTITUTIONS.

Necessary Steps:

1. *By 1973 broaden vocational education in each institution by developing a sequential career education concept to include career awareness, exploration, orientation, and preparation.*

2. *Insure that instructional materials related to the teaching and enrichment of the career education programs will be available and accessible through the institution's media center by the 1973-74 school year.*

---

[7]Ibid., p. 103.

3. *Develop comprehensive career education programs at all institutions by 1974, utilizing one of the following concepts: Joint agreements with other public or private institutions, participation in an area vocational center, or development of self contained programs.*

Implementation by the Chicago Public Schools

A number of Government funded programs of the Chicago Public Schools described in the introduction section of this document reflect the efforts of the schools to develop the concept of career development. They include --

ESEA Title I, Activity 8: In School Guidance

ESEA Title III: Career Development

Title I, Program III, Section E: Career Development

Title I, Program II, Activity 10: Horizons Ahead

NDEA Title V: "Designing Elementary School Guidance for the 70 s," Board Report 69-838

ILLINOIS VOCATIONAL EDUCATIONAL FUND: "Authorize Preparation of Occupational Information Materials for Use in the Elementary School Grades and the Initiation of an Elementary School Guidance Program, Kg-8," Board Report 70-634-5.

What are the implications for the elementary school's program as a result of such recognition? At what stage in the developmental process should career oriented guidance activities be introduced to help children perceive opportunities in the work world?

Career development has long been recognized as a lifelong process beginning in the preschool years and continuing through a succession of stages or levels to maturity. "As a process, it includes the view one has of himself as a worker, the view he has of work itself, the knowledge he acquires about himself and his possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements those choices. Programs of career development concern themselves with each of these facets of the total process."[8]

---

[8]Kenneth B. Hoyt, Rupert N. Evans, Edward J. Macking, and Garth L. Mangum, Career Education What It Is and How To Do It. (Salt Lake City, Utah: Olympus Publishing Co., 1972), p. 101.

Career Development Objectives

The goal of career development is not to force early vocational choice but rather to help pupils realize that one's vocational life results from a succession of choices based upon a wealth of information about the world of work.

Feingold[9] describes this process of occupational choice as follows:

> *Occupational choice is a developmental process. It just does not take place all at once. It is a complex task that requires careful study and sustained effort over periods of time. Career planning requires a knowledge of one's abilities, interests, aptitudes, and personality, as well as realistic knowledge of the changing world of work. The mix must be a balanced one. Making an appropriate career choice depends largely on one's appreciation of different possibilities. Well-informed students, capitalizing on their strengths, can choose on the basis of facts and values. They are not forced to grope blindly without any logical purpose.*

The following objectives of the program have been identified to carry out these career development goals:

To develop awareness of the relationship between school activities and the world of work.

To provide a systematic study of occupations.

To provide career experiences through work related field trips, walking tours, and resource speakers.

To discover the talents of individuals and demonstrate their relationship to occupations.

To recognize the social value of necessary work.

In addition to these general program objectives, more specific objectives are stated for each of the guidance units to be explored by pupils.

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[9]S. Norman Feingold and Sol Swerdloff, Occupations and Careers. (Washington, D.C.: Webster Division, McGraw-Hill Book Company, New York, 1969), p. 6.

The Guidance Function and Career Development

Two types of guidance services -- (a) counseling for self-understanding and personal development, and (b) a well-formulated program of broad, general occupational information that serves as the foundation of later career decisions, are essential in the elementary school if schools are to render maximum assistance in career development to students.

The goal is much more than acquisition of job information. In addition to such information pupils learn that the world of work is a world of people. When a worker goes to work he doesn't take just part of himself to the job. He is there as a whole person. His body is there; his feelings and attitudes are there. He uses his hands, his feet, his head to develop work skills. His mind is there to recall what he knows and to find and use new information. His personality is there to get things done with people. All are factors that contribute to career identity.

There is a need for improved and expanded opportunities for students to become aware of and develop their career identities. We speak about disadvantaged populations, and we use different ways of describing these populations, but when it comes down to it, most youth are disadvantaged in their opportunities to develop their career identities. Generally, they have inadequate work-role models on which to base their emerging career identities. It's not that they don't have any, but in many respects they are inadequate.

Lack of such opportunity to have these role models does not result in an occupational knowledge and value vacuum. On the contrary, opinions are formed and judgments are made, but many times these experiences result in inadequate conceptualization and premature educational and occupational foreclosures. An opportunity unknown is not an opportunity at all. So at this very early point, this first need - and it does occur early - students/youth need the opportunity to become aware of, to differentiate and discriminate between and among the various options that may be available to them.

Contribution of Occupational Information

Historically, little has been done in an organized way to translate career development theory into practice. Adequate professional help in gaining occupational information is needed to enable pupils to make decisions based on accurate information and to utilize the educational opportunities that are pre-requisite to vocational success in the world in which they will live and work.

At the primary level occupational information is usually limited to the immediate environment and firsthand experiences of children. The resourceful teacher can broaden the pupils' career horizons through pertinent experiences in and around the school to discover --

who works
why people work
when and where people work

These planned experiences provide an excellent means for developing cooperation between the home, community, and the school.

At the intermediate level when aspirations are determined by needs and likes, the pupil characteristically believes that he can become whatever he wants to become. Occupational role models are needed, especially for girls whose aspirational levels are rising as opportunities expand, and for children with limited opportunity to observe workers in a variety of occupations.

At the upper elementary level determination of aspirations begins to move from the basis of likes to capacity, from "I like the job," or "It is exciting and interesting," to "I am good at art," or "I am editor of the school newspaper," or "My best scores are in reading." At this level pupils relate interests and abilities to different jobs; explore the educational requirements of jobs; and identify changes in the job market including the wide variety of new occupations that exist.

Thus the awareness of the great variety of occupations and the interdependence of workers develops through a planned program which starts when the child enters kindergarten. Such an awareness may not be left to chance, for every experience that a child has in learning about people around him helps him to learn about himself and the opportunities open to him.

THE CONTRIBUTION OF GROUP GUIDANCE TO THE TOTAL GUIDANCE PROGRAM

The purpose of a guidance program is to assist each pupil to develop realistic images about himself and about the opportunities for him in the world; then help him formulate, plan for, and achieve worthy and realistic goals with ever increasing self-direction.[10] In this sense, guidance serves to help the student find the meaning in what he is, in what happens to him, and in what he may become. The guidance process helps the student explore his thoughts, feelings, and potential in answering the question "who am I?" This interpretation of experience is brought about in a mellow, and accepting climate, a climate which is permissive, not in the sense of license, but in the sense of respecting the worth and dignity of the individual. It comes through a long process of experience in self-evaluation and awareness of opportunity with ample counseling and other services available to the individual to help him solve his everyday problems of living intelligently and reasonably.

The elementary guidance program involves not only the instructional staff but administrators, pupil personnel specialists, parents, and community resource people in understanding the developmental needs of children. Only through utilizing and coordinating all of the resources available that contribute to the growth of children can each child be assured of adequate assistance in social and personal as well as academic progress.

Daily experiences of children in mastering tasks are accompanied by feelings of desire, hope, adequacy or inadequacy, acceptance, et cetera. These feelings have profound effect on the learning process itself and the concept that individuals develop of themselves.

Guidance Services

The basic, total guidance program is carried on in the school by adjustment teachers and counselors using both individual and group methods. These basic services consist primarily of the following:

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[10] Chicago Board of Education, Bureau of Pupil Personnel Services, Handbook for Counselors. (Chicago: the Board, 1963), p. 1.

- Articulation and orientation activities
- Identification and exploration of individual characteristics
- Dissemination of occupational and educational information
- Counseling contacts for pupils
- Placement activities
- Referral services
- Maintenance of a system of records
- Follow-up and evaluation activities

Many of the practical applications of these services can be discharged best in a group guidance setting conducted by the classroom teacher who is the guidance worker closest to the child at this level. One essential of self-understanding is the understanding of others and the sense of sharing hopes, problems, experiences, and characteristics with others without losing a sense of one's distinct individuality. Group guidance capitalizes on the learning and reinforcement that results from effective participation as a member of a group. Group guidance, then, serves a function that individual counseling cannot, though it, in turn, makes its unique contribution.

What Is Group Guidance?

A collection of individuals is a group, but without interaction of the members, the group is really nothing more than an aggregation. Group guidance is concerned primarily not with an aggregation or collection of pupils but with what might be called a "functional group ". This is a group that has some common goals, and interaction and response among its members. In this type of group the means for satisfying individual and group needs exists, and individuals enter into reciprocal relations with fellow group members, identify with the group, and tend to be changed because of their membership in the group. Therefore the existence of this type of group depends upon common goals or purposes, satisfaction of needs, interdependance and interaction among the members of the group. Basically the group can serve as one means for self-actualization.[11]

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[11]Jane Warters, Group Guidance. (New York: McGraw Hill Book Company, Inc., 1960), p. 9.

Every child has experiences in "groups" that effect his view of himself. He is a member of a family group, neighborhood group, school group, age group, et cetera. Membership in groups may be voluntary or involuntary, static or constantly changing.

> *Members of a group learn by various means. Of least importance, perhaps, is the information that the leader gives. More important is the subtle instruction he gives the members in how to work together toward a worthwhile goal of their own choosing. More important is the resulting interaction among the members. In this interaction attitudes are caught, ideas and experiences are shared, and solutions to common problems are found.*[12]

Group guidance then is both a method and process whereby certain of the aims of a guidance program can be practically fulfilled. At times in group guidance, information may be imparted, discussions may be held, movies may be shown, or speakers may be heard; but none of these is synonymous with group guidance. Each is but one of its aids. The distinguishing characteristic of group guidance is the opportunity it provides for the interaction of the group in matters of current and future concern to the group members and for their internalization of ideas, information, attitudes, and values. In group guidance, the pupil is his own ultimate subject of study, and he must be an active participant in the group process.

The group helps the pupil by serving certain functions such as (1) making the pupil aware of the rights of others, (2) helping the pupil realize that many of his concerns are similar to the concerns of others, and (3) giving the pupil the opportunity to establish his role identity within the group. The group experience enables the pupil to meet some of the following needs:

> *The need to develop mutuality. This is the need for acceptance or the need to love and be loved.*
>
> *The need to come to terms with authority. This function of the group is related to control of behavior. In a family situation the child accepts authority because there are stronger personal ties with an emotional quality; but in the peer group, which represents an optional experience, he learns to accept authority on a different and important basis.*

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12 Ruth Strang and Glyn Morris, Guidance in the Classroom. (New York: Macmillan Company, 1964), p. 10.

> *The need to relate to a larger whole. As a part of social orientation the healthy personality comes to see himself as part of a larger social entity. In a word he learns the lesson of magnanimity.*[13]

The development of such group interaction requires skillful planning on the part of the teacher. Interaction between members is essential for communication of feelings, identification of goals, and achievement of a common purpose. Though lacking in experience in many areas the elementary pupil will not lack enthusiasm, interest, and the potential for the exploration of common problems, beliefs, and values.

The Advantages and Limitations of Group Guidance

The basic advantage, essentially, of group guidance is that it presents a series of exploratory experiences which are conducted in a permissive atmosphere and enable the individual to explore his ideas and test some of his conclusions without fear of retaliation. Other advantages as stated by Peters[14] are:

> *Group procedures can allow lifelike social processes which the individual will find useful in modifying certain types of behavior such as habits, attitudes, and judgment of others. Pupils in group situations are helped to modify their behavior by sharing common problems with others.*
>
> *Pupils may be more willing to become involved with peer group members than with figures who represent the "establishment." The group should develop a cohesiveness and feeling for each other which will allow communication to develop and individual group members will feel more free to express their anxieties and their feelings.*
>
> *Situations for problem solving activities are provided. The collective judgment of the group can be centered on common problems.*
>
> *Pupils may become more involved in social interaction.*

---

[13] Herman J. Peters, et. al., Guidance in Elementary Schools. (Chicago: Rand McNally and Company, 1965), p. 170.

[14] Ibid., p. 167.

> *The group leader, whether he be a classroom teacher, counselor, or adjustment teacher, will become more familiar with the group members and develop a store of information which will assist him in working with pupils.*

Peters[15] also points out limitations of the process as follows:

> *Some pupils are not able to relate to the common problem and may not be able to function as part of the group.*
>
> *Some pupils can identify and relate more readily with a single individual rather than with a group.*
>
> *The group atmosphere may lead some individuals to have insights which are too disturbing to be dealt with in the anonymity of the group sessions.*

Group Guidance as Part of a Total Guidance Program

Group guidance is only one of four techniques in a complete guidance program. The total program would include the following in addition to group guidance:

- Counseling, the major technique, permits pupils to particularize their learnings further; to seek specialized help or information; and to work through personal plans or problems.
- A progressive, periodic testing program is another essential technique in a total program, with the results used to help pupils increase their self-understanding and to become increasingly self-directive. Guidance is something done with the student, not to him or for him, Group guidance settings are ideal for initial interpretation of test results (which can then be complemented in counseling interviews).
- A group of special services which will vary with the age and grade level of pupils and with their special needs include special class placement, psychological service, job placement, referral to social and/or medical agencies, and enriched experiences.

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[15] Ibid., p. 168.

GROUP GUIDANCE IN THE CLASSROOM

Pupils, parents, and teachers readily see the importance of practice in acquiring skills in the three R's but the need for practice in other significant skill areas is not as apparent. Rubin[16] describes some of these skills as --

> *. . finding and interpreting information; skills for making rational decisions; skills for applying knowledge; skills for social interaction; and skills for coping with one's own emotions. All of these skills can be acquired only through repeated practice. One cannot, for example, read a book on tennis, and then play a good game. Dexterity in tennis, map-reading, and literary criticism all derive from "learning by doing."*

Skill Development

The school experience must provide for the acquisition and valuing of both kinds of skills. Rubin[17] makes a distinction between "experiencing values" and "studying values."

> *A child can study about the democratic spirit, memorize the notion that "the welfare of the group is more important than the welfare of the individual," and recite it in an appropriate way and at an appropriate time on an examination. Whether or not he internalizes the values, however, is another matter. That is, if he gains an authentic understanding of the concept through experience and simultaneously develops a strong desire to act-out its implications, he is likely to behave as a responsible adult citizen. However, he may "learn" the concept for the purposes of a test, earn an "A", and behave undemocratically as an adult. Affective objectives or sensitivity to feeling and emotion cannot be learned descriptively with much success. Instead, they must be experienced through real or simulated learning activities.*

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[16] Louis J. Rubin, Curriculum and Instruction, A Study Guide of the National Ed. D. Program for Educational Leaders. (Fort Lauderdale, Florida: Nova University Press, 1973).

[17] Ibid.

Group guidance must be seen in relation to these other elements in a guidance program. It can, when creatively conducted, serve as a springboard for the others. However, all of these are merely the methods and means to the end.

Group Guidance in the Elementary School

The elementary school pupil will lack experience in many areas, but he will not lack enthusiasm, interest, and potential for exploration of common problems. Group members should be active participants in planning and carrying out goals of the group.

It should come as no surprise that individuals are more accepting of decisions in which they have had some part than in decisions made for them. In any case, persons will usually be guided by decisions made for them if they understand the reasons for the decisions.

The elementary school pupil moves from the childhood world of fantasy toward the adult world of reality. He will later face decisions (concerning high school, college, and career). Therefore, his group guidance experiences should allow time to explore many areas which in a sense will allow him to explore his own ideas and develop a meaningful self-image. Some facets of this self-exploration and the exploration of the world about him will concern interest, aptitudes, occupations, school subjects, motivation for learning, living with others, and so forth. Again, it is the opportunity to make these explorations and participate in decision making in a non-threatening, non-punitive, accepting atmosphere that is of the essence. It is the self-discovery and the discovery of others that is of prime import, and the activities used to facilitate this are essentially just aids to this process.

The Role of the Group Guidance Leader

Many of the attributes of the successful group leader are basically the same as those of the successful teacher. The leader should have a belief in the ability of children to develop self-direction and he must be able to create situations in which the group can function. He should be able to create rapport with the group. Therefore he must be a person who is willing to listen and observe, with understanding and acceptance. This does not mean that any group member may do as he pleases, but that each member's thoughts and feelings have a value because each group member is an individual who has worth.

The group leader (a teacher, pupil, counselor, et cetera) is a person who is sensitive to group needs, characteristics, and concerns. He provides activities relevant to the common and significant needs and problems of group members. The group leader is not primarily an information giver but functions, for the most part, as a motivating agent causing person-to-person interaction and exchange to occur. If the teacher knows and provides all the answers, then there is no room for group interaction or the development of group responsibility. The resources of the class include insights and capacities that can be released only within the framework of group give-and-take among the members. As exchange and interaction take place, the pupil develops insights into behavior, values, and attitudes. When those insights are clarified and internalized, the pupil develops a realistic image of himself, his world, and his future.[18]

For instance, interplay and exchange of opinion between group members may be more fruitful than exchange between the group leader and the group memebrs. At times and in specific situations group leadership may shift to various group members. Successful leaders of group guidance depend upon the wisdom of the group and the ability of individuals to work out basic principles, and thus concentrate their efforts upon development of free discussion rather than upon the direct inculcation of principles. As one such group leader has said, "People ask me how I get the class to 'say' what I want them to say. I never try: the desirable strength always rises in the group." Such a role makes the group leader more, not less, important although he may appear to be less central.

The Process as an Objective

The very process of acquiring self-knowledge and exploring group

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[18] Edson Caldwell, Group Techniques for the Classroom Teacher. (Chicago: SRA, 1960), p. 27.

GROUP GUIDANCE TECHNIQUES

In any learning situation the background of the learner is enriched and his reaction stimulated by activities which give him a wide variety of experiences. Guidance techniques enable a child to communicate in ways which differ from the traditional classroom method because they offer a variety of procedures through which expressions of feelings are involved in an accepting and natural manner. Thus an atmosphere is created in which learning becomes personal, exciting, and inviting.

The techniques presented here are suggestions for developing a guidance approach to learning. This approach is focused upon meeting needs, enriching experiences, encouraging creativity, guiding interactions, and widening horizons. Most activities place a high priority upon pupil involvement, since what are "methods" to the teacher become "experiences" for the pupils.

It should be noted that these suggestions are not meant as directions to be mechanically followed. Neither are the units to be viewed as ground to be covered, but rather as bases for planning, as teachers will constantly be developing new ideas, techniques, and experiences which can be incorporated and shared.

Paths to Learning

Many teachers are already accustomed to using guidance techniques as a facet of their classroom methods. Included in a listing of such methods would be the following:

reading books, pamphlets, magazines, and newspapers to glean information on specific topics

analyzing pertinent radio programs, television programs, educational films, and filmstrips

collecting, organizing, and interpreting data related to group or individual concerns

dramatizing and/or discussing problems introduced by group members

interpreting tests which appraise ability, achievements, and interests

completing rating-scales and check lists to appraise personal characteristics

drawing graphs, posters, and cartoons to illustrate and communicate ideas, information, and attitudes

organizing committees and panels to work on group topics

conducting interviews and conferring with teachers, parents, and other adults

inviting guest speakers with whom the group can interact on pertinent topics

making appropriate visits and field trips in the community

Other techniques, perhaps less well known or less often used, are described below.

Buzz Groups

One of the best ways of involving all pupils and getting a group to vocalize quickly is to use the buzz group technique. Buzz groups will engage the whole class in small clusters to talk together for a short time (about 5 to 15 minutes). The topic chosen must be of concern to all and provisions must be made for a secretary chosen in each group to report back to the total class. After class discussion of the reports the teacher or a group leader gives a summary. Learning is facilitated by freeing each of the groups to work either on the same or a related topic at the same time and report their findings. From the group emerges a recognition of common values, feelings, and the sharing of ideas.

Pantomime

In pantomiming, a role or an incident is portrayed by an individual or small group through actions without words. The spectators attempt to identify the role or incident through the exclusive use of clues provided in the pantomiming. For example, through observing facial expressions they may guess meanings of feelings related to expressions.

This activity gives the participants practice in "acting out" roles as well as experience in decision-making and problem-solving. Incidents relating to any of the following may be effective in initiating the technique.

classroom situation (pupil-teacher, pupil-pupil, pupil-worker, et cetera)

home situations, (child-parent, child-sibling, neighbor-family, et cetera)
community situations (pupil-friend, parent-parent, playground leader-pupil, et cetera)

Brainstorming

When there seem to be barriers to communication within a group this technique is an effective method of overcoming them. Within a definite amount of time (perhaps 5-15 minutes) members of the group spontaneously submit any positive ideas on a given topic or problem with the purpose of finding possible solutions. Everyone is encouraged to participate and the ideas are listed but not evaluated or discussed, with quantity being preferred to quality. At the end of the alloted time the recorder, possibly with a committee, sorts the suggestions and makes copies for each member to be used for study and discussion. This technique is useful in providing alternative ideas prior to decision-making.

Panel Discussion

A panel is composed of several individuals, each of whom has done some research on a given topic for the purpose of sharing this research in discussion with a large group. During this discussion questions are raised and various viewpoints are examined. In conclusion the chairman may summarize the findings of both majority and minority opinions. Involvement of this kind alerts members of the group to the awareness that there are many ways to view one topic, develops in them a sensitivity to the feelings of others, and gives them practice in making decisions without losing flexibility.

Open-end Sentence or Unfinished Story

The teacher chooses a partial sentence or story involving a common experience of the group which requires a response to feelings or attitudes. The pupil supplies an ending to the sentence or story by writing, drawing, pantomiming, dramatizing, or discussing his reaction or solution. As the completed sentences or stories are read, the class may evaluate the endings in terms of solutions for suggested problems, creative ideas, or realistic, humorous, or unexpected conclusions.

This technique enables pupils to express their feelings, values, attitudes, experiences, and expectations as they are related to the situation. Youngsters become aware that this activity is not a test and completions may be made as they so desire. As feelings, attitudes, and expectations are shared, the pupils gain understanding of themselves and others

while teachers are given an opportunity to discuss areas where help is needed and to structure future class activities.

Examples of this type of sentence are:

I am happy when_____.

I wish I could_____.

The job I like best is_____.

Role Playing

The guidance technique of role playing allows children to act out spontaneously the role of various characters in order to explore different kinds of behavior within a given setting. Through role playing they are able to consider many alternative solutions to problems and to explore the consequences of their decisions with the accompanying impact of those decisions upon the feelings and attitudes of other people.

Children have a natural inclination to become involved in uninhibited role play activities such as playing house, imitating work roles, or reliving experiences. They delight in dramatizing familiar situations. It is through role play activities that children are able to make new friends, communicate ideas, test out life situations, inquire, solve problems, and send out signals for help in a supportive atmosphere. Through acceptance of the contributions of each pupil to the group the teacher responds in ways which will encourage increased participation and involvement.

Mock Interview

The mock interview is an extension of role playing in which the participants practice various kinds of interviews, such as in seeking employment, gathering information, and requesting advice. It enables both participants and observers to explore the kinds of questions which may be asked by potential interviewers. Those involved share problems, feelings, and attitudes as they experience one of the important realities in the world of work - the job interview.

CONTINUITY OF THE GUIDANCE FUNCTION

Guidance is a process, a point of view, and when organized as a program, a set of services. It is concerned with solutions to immediate problems and equally with the four recurring tasks: learning to know oneself, learning about opportunities, developing habits and relationships, and making and carrying out plans. Group guidance provides one "delivery system" for the solution of immediate problems but its major emphasis is upon practice in the recurring tasks. As a result the overall plan of the unit provides continuity from the primary cycle through the intermediate, upper, and high school grades. The fundamental goals remain the same throughout the school experience of the pupil, but the emphasis differs from age level to age level; the services vary with individual needs; and the role of the pupil in his own guidance is amplified as his maturity increases.

In all three cycles of the elementary group guidance units as well as in the high school group guidance units, various guidance themes reappear with an emphasis based on the maturity, needs, and interests of the pupils. For example, the unit "Discovering What I Can Do" has been developed for emphasis at primary level. This theme is closely related to the intermediate unit, "Discovering Your Interests" and is emphasized and expanded during the upper grades in the unit, "Exploring My Interests." This theme is further extended at the high school level in the units "Discovering My Interests" and "Discovering More About Myself." Similarly the successive units on the recurring theme of values provide another example of the concept of continuity and the interrelationship of the tasks in guidance.

The Taxonomy of Educational Objectives[19] was used in each unit as a base for the objectives which are stated as behavioral outcomes. Neither the activities in the units nor the stated objectives are all-inclusive. The resourceful teacher will consider others, and similarly the teacher or guidance worker will select from the suggested activities those that meet the needs of the individual in the group.

This continuity and the conceptual framework becomes evident when the units are grouped according to the four tasks or threads as can be seen on the following pages.

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[19] D. R. Krathwohl and B. S. Bloom, Taxonomy of Educational Objectives: Handbook II, The Affective Domain. (New York: David McKay, 1964).

Group Experiences

The real or simulated learning experiences are provided in a series of units. In the process of formulating these units, the interests, needs, and general characteristics of young people were carefully considered before the proposed objectives, general methods, and content were selected. In spite of this initial, careful selection, teachers, adjustment teachers (guidance coordinators), and counselors who will be group guidance leaders will want to consider them in relation to each group of pupils, considering the groups' unique personal and social characteristics, present needs, and readiness for the experience which it is hoped they will have in their group work.

Actually each pupil will be studying himself and relating the group experience to his own experiences to date and to his resulting attitudes and values. Consequently, it is very important that the group leader be familiar with the pupils as individuals and as a group in a unique way. Because of the personal nature of the group sessions and its possible immediate significance in the lives of the pupils, the group leaders' knowledge and insight into individual and group behavior will be his greatest asset.

Goals of Group Guidance

The goals of group guidance are specific to relationships that exist in and out of the classroom and that contribute to the building of a positive self-image of the learner. Planned group experiences in a climate of acceptance which recognizes and promotes individual differences are essential as part of classroom plans.

The following more specific goals are representative but not comprehensive in scope or number --

- to establish desirable human relationships
- to judge what is worthwhile in life
- to develop career awareness
- to explore the relationship between school subjects and the world of work
- to become economically efficient as a producer and consumer
- to become self-directive in the quest for meaningful knowledge
- to understand and accept cultural differences
- to develop a value system
- to strike a balance between individual and group needs
- to develop social awareness and concern for his fellow man

attitudes and skills is itself an integral part of the outcome. In this sense, the process is an end to be achieved with the group, rather than a convenient means to be applied toward achieving certain desired behaviors. Group leaders often work with attitudes and feelings of a personal nature which need to be understood by pupils and the group as well as the group leader before learning can take place. Reactions may first be heated or mixed and have to be talked out in the group or studied in themselves. Alternative reactions may need to be explored or various courses of action weighed by the group. In this setting, practice is given in the basic process used to handle emotional reactions or change behavior as a result of insight.

Another value of a group situation for guidance is that it affords opportunities to resolve common problems through sharing of experiences and opinions, to plan as a group, and to establish group standards of conduct under the guidance of a group leader. The problems of an individual pupil which may seem unique and burdensome to him are often seen in a better perspective, and lightened, when the pupil realizes others are struggling with similar problems. The strong desire to belong and to be part of a group can be satisfied in a constructive fashion when students are encouraged, as well as permitted, to pool their thinking and to make plans for positive solutions to common problems. Since the development of planning skills is a basic guidance goal, it is desirable that a variety of opportunities be provided for practicing such behavior in a meaningful setting, both individual and group.

Evaluation of Group Guidance Sessions

Keeping the foregoing in mind, evaluation of the progress of the group may involve how the individual or the group feels about the progress being made, as well as some other criterion. Unlike a course in subject matter, in guidance there really are no "right" or "wrong" responses to the various group activities. The activities in themselves are designed to help the group plan, interact, and grow in the process of exploration and decision-making. Behavioral objectives of the unit activities are guides to expected outcomes.

In a learning situation which has been designed to permit pupils to work on individual and group concerns, there is a need to give pupils the responsibility for evaluating their own learning progress as well as having a hand in guiding their learning.

Handling Specific Group Situation

While it is impossible to forecast all types of situations requiring special handling, the following three examples may help serve as philosophic guides for the management of others.

- Occasionally, an individual pupil may bring up a problem or appear to make a revelation of personal detail unsuitable for group discussion. In such cases, the group leader might well suggest to the pupil that they talk that over by themselves, on the basis of time available in the group session or pertinent to the matter at hand but not on the basis of its being unsuitable or unimportant. Mutual acceptance and respect for the group member's concern will dictate a matter-of-fact response on the part of the group leader. In the same way, evidencing shock or dismay would tend to make the group as well as the individual self-conscious and to stifle the discussion in general.

- Special events, situations of local concern to the community and school, or new experiences may be used as points of departure for discussion; on the other hand, they may elicit strong emotional responses calling for skillful handling.

- A situation may develop within the group as a result of the permissive atmosphere desired. Sometimes attitudes and feelings will solidify a group; sometimes they will tend to disorganize it. In such instances, skillful use of various group processes will help the group to work their feelings through.

The group leader's own attitudes and self-insight are of paramount importance. The greater his personal security, the greater will be the security of the group. persons with inner strength can tolerate divergent opinions and develop strength in a group. It is not the leader's task to impose what he feels is correct behavior and attitudes, but to help the group work through problem situations and assist the individual member to become a better problem solver.

GUIDANCE UNIT PLAN

It is always good to begin with planning and organization, but it is also essential to be flexible enough to alter that plan, even to discard when necessary. The maturity level of elementary school pupils will naturally vary from pupil to pupil and from school to school, necessitating adaptation.

Behaviors to be Developed

Behaviors are ways of thinking, feeling, and acting and are influenced more by experiences than by "telling." If we wish children to grow in understanding of the dynamics of behavior we need to devise a wealth of learning experiences that will help children test out and share coping strategies and solutions to problems.

The purpose of group guidance sessions is to help develop ways of responding to life in terms of --

Knowledge and understanding of oneself and others
Ability to interpret data and information
Skill in studying, evaluating, and planning
Development of a wide range of significant interests
Positive personal and social attitudes and ethical values
Growth in personal initiative and responsibility
Skill in problem solving

Content Areas

The group guidance methods listed previously and any additional ones employed by the group are aids to development of various types of behavior as mentioned above. These elements of realistic and productive behavior can be developed in any appropriate content area such as --

Personal characteristics, interests, achievements
School life
Family and community life
Social opportunities
Leisure-time opportunities
Civic rights and privileges
Relationships with others
Educational opportunities
The world of work

Conceptual Framework of the Units

The following pages provide an overview, in outline form, of group guidance units for the three elementary school cycles, primary, intermediate, and upper grades. As stated previously, the units have been organized under four main themes or threads: Learning to Know Oneself, Learning About Opportunities, Developing Habits and Relationships, and Making and Carrying Out Plans. These themes represent recurrent tasks in the lifetime development of each individual. Under each thread units have been developed to meet the growing maturity of the children. At each cycle level, the characteristics and needs of the age group have been considered with reference to their implications for guidance.

Format of the Units

In order to simplify the use of the units in this book, each is organized in the same fashion. Each unit is presented in detail following this form.

- An Opening Statement - purpose and substance of the unit.
- Behavioral Objectives - stated in such a way as to facilitate observable changes in ways of thinking, feeling, and acting by children.
- Suggested Activities - assorted tasks developed mainly by the pupils with the teachers' assistance. All activities are tasks directed to the pupil unless there is a specific "Note to the Teacher." The activities are not meant to be all inclusive. Other activities may develop which meet the needs of the pupils. Also it is not necessary that all activities in a unit be developed. The group may select the activities in a unit which are relevant to their needs.
- Information Related to the Unit - some units have pertinent guidance information for use by teachers or pupils to enrich the unit.
- Bibliography - at the end of each thread or theme is a working bibliography which consists of books, pamphlets, and visual aids which may be used by teachers and pupils.

Frequently, questions within the group or special locale and timely topics related to the total objective will cause a teacher to alter his schedule. Obvious and common in teaching experience as this may seem to be, the point needs emphasis in relation to group guidance since it is the process, as much as stipulated content, that is important. The naturalness with which problems or questions are handled will encourage pupil growth.

CONCEPTUAL FRAMEWORK OF THE UNITS

Learning to Know Oneself

PRIMARY LEVEL

- Myself and Others
- People around Me
- Discovering What I Can Do
- What Do I Feel?
- Feelings and Actions
- Discovering Independence

INTERMEDIATE LEVEL

- Discovering Who You Are
- Getting Along With Your Family
- Discovering Your Interests
- Making the Most of What You Are
- Feelings and Actions
- Discovering Your Values

UPPER LEVEL

- Exploring My Interests
- Discovering My Abilities
- Interpreting Test Results
- Investigating the Learning Process
- Exploring Personal Characteristics
- Exploring Our Problems

CONCEPTUAL FRAMEWORK OF THE UNITS

Developing Habits and Relationships

PRIMARY LEVEL

- How Do I Grow?
- My Senses Help Me
- Making Friends
- Why People Act as They Do
- Let's Play Fair
- Things Are Not Always the Same

INTERMEDIATE LEVEL

- Growing Up
- Learning through Our Senses
- Being the Kind of Friend I'd Like to Have
- Interdependence of People
- Winners and Losers
- Money and How It's Spent
- Doing My Share at Home

UPPER LEVEL

- Developing Self Confidence and Independence
- Making and Keeping Friends
- Making Use of Leisure Time
- Learning How to Study
- Taking a Test
- Living with Adults
- Participating in Community Life

CONCEPTUAL FRAMEWORK OF THE UNITS

Learning about Opportunities

PRIMARY LEVEL

- Workers around Me
- Who Works at the Supermarket?
- All Aboard
- Calling Car Ten
- My School
- School Is for "Me"
- Reporting My Observations

INTERMEDIATE LEVEL

- Job Family Classification
- Workers in Illinois
- Using Want Ads for Occupational Information
- How Do I Get Ahead?

UPPER LEVEL

- Learning about the World of Work
- School Is Life
- Studying a Career
- Exploring New and Future Career Opportunities

CONCEPTUAL FRAMEWORK OF THE UNITS

Making and Carrying Out Plans

PRIMARY LEVEL

- What I Like to Do
- I Will, I Won't
- Working in Groups
- Team Work
- Following Simple Routines
- Completing My Project
- Working Out Class Plans

INTERMEDIATE LEVEL

- Why Hobbies?
- Group Decisions
- Experiencing Choice-Making
- Goals Are Guidepost

UPPER LEVEL

- Looking Ahead to High School
- Becoming a Good Leader and Team Member
- Planning for Careers in a Changing World
- Applying for a Job
- Looking Beyond High School

CONCEPTUAL FRAMEWORK OF THE UNITS

	Learning to Know Oneself	Developing Habits and Relationships	Learning about Opportunities	Making and Carrying Out Plans
PRIMARY LEVEL	Myself and Others People around Me Discovering What I Can Do What Do I Feel? Feelings and Actions Discovering Independence	How Do I Grow? My Senses Help Me Making Friends Why People Act as They Do Let's Play Fair Things Are not Always the Same	Workers around Me Who Works at the Supermarket? All Aboard Calling Car Ten My School School Is for "Me" Reporting My Observations	What I Like to Do I Will, I Won't Working in Groups Team Work Following Simple Routines Completing My Project Working Out Class Plans
INTERMEDIATE LEVEL	Discovering Who You Are Getting Along with Your Family Discovering Your Interests Making the Most of What You Are Feelings and Actions Discovering Your Values	Growing Up Learning through Our Senses Being the Kind of Friend I'd Like to Have Interdependence of People Winners and Losers Money and How It's Spent Doing My Share at Home	Job Family Classification Workers in Illinois Using Want Ads for Occupational Information How Do I Get Ahead?	Why Hobbies? Group Decisions Experiencing Choice-Making Goals Are Guidepost
UPPER LEVEL	Exploring My Interests Discovering My Abilities Interpreting Test Results Investigating the Learning Process Exploring Personal Characteristics Exploring Our Problems	Developing Self Confidence and Independence Making and Keeping Friends Making Use of Leisure Time Learning How to Study Taking a Test Living with Adults Participating in Community Life	Learning about the World of Work School Is Life Studying a Career Exploring New and Future Career Opportunities	Looking Ahead to High School Becoming a Good Leader and Team Member Planning for Careers in a Changing World Applying for a Job Looking Beyond High School

PART II - INTERMEDIATE LEVEL UNITS

LEARNING TO KNOW ONESELF

DISCOVERING WHO YOU ARE

The purpose of this unit is to become aware of the multiplicity of factors which contribute to the development of an individual's personality. These activities should provide a self measure as well as a better understanding of others.

Behavioral Objectives

To identify personal characteristics

To identify the many roles a person fills

To evaluate the validity of first impressions

To gain personal insights from the perceptions of the peer group

To experience how a change in a situation can cause a person to shift rolls

To examine one's use of language as a contributing factor in a relationship

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Look into a mirror. What do you see? List what you see. In what ways is your list the same as everyone else's? Does that mean that you are the same as everyone else? Is there anything on your list no one else in the class has on his list? Note to the Teacher: Lead pupils to realize they all "see" the same physical parts, i. e., hair, eyes, mouth, et cetera, but this

does not mean they are all the same. Also differences in color - hair, eyes, face, will not identify who they are.

2. On a half sheet of paper describe how you look. Fold your paper and put it in the WHO AM I? box.

3. Choose a leader to go up to the front of the room. He is to pull one of the descriptions from the box (activity #2). He will read it out loud. If he can guess who you are, you will be the next leader. Note to the Teacher: Children will become aware that a physical description alone is usually not enough to identify a person. Too many children will fit the same description.

4. Choose a character from your favorite TV program. Pretend you are that person. You are to be interviewed on the radio program "Who Is It?" Be careful not to give the name of the TV show or your name. You can give other clues, however, such as:

what you do	how you feel about yourself
how other people in the series feel about you	what experiences you have had
what other characters say about you	

If someone in the audience guesses who you are he/she can be interviewed next.

5. Think about WHO YOU ARE. Sometimes you can be many different people. Let's put a list on the board of all the people you could be. Note to the Teacher: The list might include--

boy	girl	student
sister	brother	friend
neighbor	daughter	athlete
outsider	dreamer	leader
loner	helper	others

6. Using the class list (activity #5), find out WHO YOU ARE

at home	at school	in the community

7. The words other people use to describe you often give a clue as to how they see you as a person. What does it mean if someone says that a person is--

thoughtful	kind	unkind
jealous	angry	affectionate
talkative	quiet	suspicious
shy	cruel	helpful
unfriendly	inquisitive	trustworthy
pleasant	sneaky	bold
dependable	friendly	cheerful
courteous	selfish	hateful
nosey	critical	stubborn
sarcastic	noisy	undependable
generous	showy	discourteous
argumentative	silly	disrespectful
cooperative	spiteful	bored
quarrelsome	proud	sad

Form into small groups and discuss what some of these words mean to you.

8. Select one of these words. Plan in your group to act out the word for the other groups. Did they guess the word you chose?

9. Let's talk about what it means if someone says a person is--

a trouble maker	fun to know	a willful child
a toughie	a snob	an easy mark
a brownie	a foreigner	out of it
untidy		

10. Has anyone ever said these things to you, or have you ever said something like this to someone else? Give an example to the class to explain the meaning.

You want to save face.	I'll take the wind out of your sails.
I will knock some sense into you.	You're always ready to blow up.
You like to hear yourself talk.	You always keep a straight face.
Do it now; there's no tomorrow.	You have a chip on your shoulder.
You have a bad case of hero worship.	

11. Pretend you are a face watcher. Note the faces of the boys and girls during the day. Did their faces tell you anything about how they felt?

12. Draw pictures of different facial expressions. Do they tell you anything about the person?

13. How important are first impressions to you? You are

meeting a new boy/girl for the first time. List the things which you would do to make a good/poor impression.

Good Impression	Poor Impression

14. Tell about a first impression which was a wrong impression.

15. Many factors or happenings can influence who you are. Use hand puppets to demonstrate any one of the following. Show how a person can seem to be both -

friendly and unfriendly	generous and selfish
kind and unkind	bored and interested
respectful and disrespectful	dependable and undependable
courteous and discourteous	shy and bold
	stubborn and cooperative

Note to the Teacher: A glove, boy's sock, barbecue mitt, or light bulb can be dressed up to become a puppet's head.

16. How well do you know yourself? Put a check in the column you think best describes you in each case.

I--	usually	sometimes	never
help others			
say unkind things			
finish my chores			
am proud of my efforts			
listen to others			
make friends			
respect property			
damage other people's property			
control my feelings			
get along with others			
obey the rules			

serve the school

help at home

accept responsibility

use vulgar language

make fun of others

judge others on appearance only

include others in my activities

encourage others in their interests

like to clown around

17. Pick the name of someone in the class out of a hat. Put his/her name at the top of the paper. Write one good thing about this person. Note to the Teacher: Collect anonymous papers and give to the child whose name appears at the top.

18. Words can save a situation or make it worse. A person tells us something about himself at such a time. You will either like or dislike a person who talks without thinking.

    For example:

    You are saving money to buy something special for your brother on his birthday. Your friend wants you to buy Girl Scout cookies from her. You refuse. Joy replies, "Boy, are you stingy!"

    Did Joy save the situation or make it worse? What could she have said to save you embarrassment? At that moment did you like/dislike her?

    Share your experiences with the class. Decide how the situation was saved or made worse. Try to decide if what we say adds to the picture of how others see us.

19. Make a list of the good qualities of your best friend.

20. Write a paragraph on "What My Friends Like About Me."

21. Make a list of qualities you wish to improve.

22. Write a paragraph on "What I Am Going to Do to Improve One of My Habits."

GETTING ALONG WITH YOUR FAMILY

The purpose of this unit is to identify the family as a combination of individuals living together who care about each other. Each contributes to the establishment of a feeling of belonging and cooperation. Exploration of family relationships will provide personal insights into the responsibilities toward, and contributions of, each member.

Behavioral Objectives

To identify family roles and responsibilities

To demonstrate the interdependence of family members

To empathize with family members through role-playing

To list the advantages and disadvantages of one's position in a family

To observe and report the effects of one's behavior upon family members

To list the benefits of family life

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Brainstorm the topic "What Is a Family?" Choose a pupil to list the class comments on the board. Note to the Teacher: Accept all responses to this topic.

2. What words come to your mind when you think of home? house? Put these on the board and analyze each list. What makes the difference?

3. Make a list of those goals a family works together to achieve. How can you help your family reach these goals?

4. Some goals are small, day-to-day goals. Some are long range and need planning and training to reach. Make a list of your goals.

Today's Goals	Future Goals
Example: Complete my homework	

How can members of your family help you reach your goals?

5. Complete the following sentences.

A family is _____

I like my family when _____

As an only child I _____

Sometimes I hate to _____

I am jealous when _____

I wish I weren't the _____

My older brother/sister helps me _____

Big families are _____

I enjoy my family because _____

My family has taught me _____

I would miss _____

6. Sometimes a problem develops in a family which affects all the members. Select one of the problems listed below. Role play with your group a family scene to illustrate how each member reacts to the problem.

moving	money	divorce
illness	job	death
jealousy	rivalry	other

7. If you could choose the position you would most like to occupy in your family which would you select?

oldest child	youngest child
middle child	only child

List the reasons for your choice. Note to the Teacher: Collect these and separate into the four categories for use later in activity #9.

8. You represent one of the categories of activity #7, i.e., you are the middle child, the only child, et cetera. List all the reasons why you like your position in the family. Note to the Teacher: Collect and separate into four categories for use later in activity #9.

9. Divide into four committees. Each committee is to be responsible for one of the categories from activity #8 (oldest child, youngest child, middle child, only child). Use the lists prepared by the students in activities #7 and #8 to make a list of the advantages and disadvantages in your category.

   Example: Oldest child

Advantages	Disadvantages

10. Analyze and discuss the reasons given for each category.

    Is there duplication?
    Are there more benefits or disadvantages in a particular category?
    Would you wish to change your position in the family?

11. Role play with your group how a family demonstrates one of the following feelings:

trust	acceptance	pride
love	affection	humor
understanding	belonging	cooperation

    What conclustions can you draw?

12. List ways in which each member contributes to the family.

13. List how each member helps you.

14. You have a responsibility to your family as well. List how you help the member of your family.

Mother	Father	Sister/Brother	Other

15. Have you ever said--

    "I do more work than _____ around here!"
    "Why do I have to baby-sit all the time?"
    "Stop bossing me around. You're not my mother."
    "It's fun to be part of a family."

"You can't come. You're too little."
"Why do I always have to do the errands?"
"You have no right to use my things without asking me."
"Can't I have anything for my very own?"
"What's the use, nobody listens to me."

Role play one of the above situations.

16. Every family has differences which have to be settled. Role play a family council. You can choose one of the items from activity #5. Your group may also decide on a problem of your own. Each member of your committee may role play a member of your make-believe-family.

17. Write a paragraph or a poem to describe what you think is meant by the phrase "A Family is a Way of Feeling."

18. How considerate are you of your family? Check "Always," "Often," or "Seldom."

	Always	Often	Seldom
Do you show appreciation to family members?			
Do you help when the family is entertaining?			
Do you take phone messages accurately?			
Do you find something to compliment?			
Do you remember birthdays?			
Do you respect the rights of family members?			
Do you share your things?			

19. If you took a family survey how do you think their responses would compare to your own? How do you account for any differences?

20. Write a poem or story expressing how your life may have been different if you were a twin; an orphan.

21. Plan a Family Day with your classmates. Go to the library for books about families. Your librarian will help you. Here are one or two suggestions to get you started. What other stories would you include?

Brink, Caddie Woodlawn
Estes, The Moffets
Gilbreth, Cheaper By the Dozen
Lenski, Judy's Journey
Sidney, Five Little Peppers

On Family Day class members can present the book they read in a number of interesting ways.

book review	cartoon strip
dramatization	panel discussion

DISCOVERING YOUR INTERESTS

The purpose of this unit is to identify interest patterns and to recognize factors which may have influenced the development of these interests. Children will be given an opportunity to share their interests with each other in an effort to enrich, extend, and discover new interests.

Behavioral Objectives

To identify one's personal interest pattern

To determine factors which influence the development of an interest

To expand interests

To analyze ways in which interests enrich our lives and make us more interesting to know

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Keep a personal record for one week of what you do when you have free time and can do what you want to do.

   ACTIVITIES: You can do more than one thing each day. (List each separately.)

DAY	1.	2.	3.	4.	5.	6.
Monday	Baseball	Stamps	Dog			
Tuesday	Read	Baseball				
Wednesday	Stamps	Dog	Read			
Thursday						
Friday						
Saturday						
Sunday						

2. Very shortly you are going to be hired as a detective (activity #3). You will have to discover how some boy or girl uses his free time. From this you will be able to decide his/her interests.

   What clues will help you do your job? Share in your "buzz" groups these possible clues.

   Choose a reporter to put on the chalkboard the decisions of your group. Compare your list of clues with the other groups' lists.

   Are the lists very much alike?
   Were there some items listed that your group did not have?
   Are there any items in the lists that you feel do not belong there?

   From these lists decide on the clues you will use when you start on your detective job. Note to the Teacher: Factors which are clues to interests are imagination, talent, achievement (proficiency), ambition (desire), environment (exposure). If the boys and girls have not included some of these, perhaps their attention might be directed toward the consideration of these items.

3. You are a private detective on a special case. You are to discover how two pupils in your room spend their free time. Watch them for a week on the playground and in the room. How do they use their extra time? Listen to what they talk about. Find out what they are interested in doing when they have a choice.

Note to the Teacher: To insure that everyone will be observed by someone else, the boys and girls can choose two names from the name box. If anyone pulls his own, he can put it back and choose another one.

On a card or slip of paper put the name of the boy or girl you are watching. Then list the activities you see or hear him/her do or talk about. Put an X every time they do the same thing again. Be sure you list only those things the boy or girl really enjoys doing.

John Jones	
baseball	XX
read	X
stamps	X

If you are a clever private eye, the pupils you are watching will never know. How good a detective can you be? Note to the Teacher: Collect these cards at the end of the week. Hold them until you are ready for activity #4 then give each card to the child named.

4. What are you most interested in doing? Put an X in front of the choices listed below which you enjoy most.

I like to--

work outdoors	_____	play ball	_____
work with tools	_____	play an instrument	_____
work with numbers	_____	dance	_____
play with pets	_____	draw and paint	_____
read stories	_____	help people	_____
write poetry	_____	talk to people	_____
write stories	_____	take care of plants	_____
sew	_____	go to plays	_____
cook	_____	draw maps	_____
work with clay	_____	make things	_____
make posters	_____	take care of the baby	_____
listen to records	_____	do science projects	_____
play house	_____	sing	_____
watch TV	_____	build things	_____
go camping	_____	swim	_____

5. You have been finding out about yourself. Let's see what you have discovered.

Review your personal record (activity #1)
Review your interest check list (activity #4)
Review your detective report (activity #3)

After you have studied yourself, you should have discovered your interest pattern.

List those things mentioned on the three reports.

Example - PERSONAL RECORD:

baseball
pets

INTEREST CHECKLIST:

play ball
work with clay
play with pets

DETECTIVE REPORT:

baseball
poster

MY INTERESTS ARE: (interest pattern)

baseball
pets
art

6. Your "buzz" group is talking about INTEREST PATTERNS. Questions to guide your discussion follow.

What is an interest?
How do you know when you have one?
Are you born with an interest?
What is meant by an interest pattern?
Compare yours with the other members of your group. Are they similiar? Very different?
Can an interest lead to a hobby? What's the difference?
Will your interest pattern always be the same? Will it change? How do you know?

Choose a reporter to share your group's thinking with the other groups. Note to the Teacher: Try to develop the idea that an interest--

is a frame of mind
is always changing (a mark of maturity)
is a way of feeling
satisfies emotional needs
comes with experience (learned).

7. Interview your parents, grandparents, brothers, sisters,

aunts, uncles, and cousins. Find out what their interests are. Put them down on your chart.

Example:

FAMILY INTERESTS

Person	Interests
Grandfather	checkers - carving - TV

8. Compare your family's interest with your own. What do you discover?

   Do people in the same family enjoy the same interest? Different interests?
   Did a member of your family have an influence upon your interests?
   Is there a pattern of interest in your family?
   Did anyone in your family get a job because of an interest he/she had?

   Share your findings with the boys and girls in your room.

9. Next week your class will have a SHARE AN INTEREST DAY. Volunteer to explain and show or describe your interest to the class. Pretend you are a salesman. See if you

can get someone else to share your interest with you for a day or week. You might like to try another pupil's interest, too.

10. Make a poster advertising SHARE AN INTEREST DAY (activity #9).

11. Write some clever slogans for activity #9.

12. Prepare a bulletin board with your committee on ROOM INTERESTS. Collect pictures to illustrate these interests.

13. Your friend has just become interested in someone else's interest and you would like to try it. Pretend you are an INTEREST KILLER. It makes you happy to kill pupil's interest.

    What would you say to your friend?
    What could you do to stop him?

    Note to the Teacher: Several role-playing situations can be presented to illustrate how interests can be crushed through ridicule, criticism, sarcasm, fear of failure, and limited opportunity.

14. List the names of your best friends. Check your interest pattern (activity #5) with theirs.

    Do you find you have the same interests?
    Is this why you are friends?
    Do we feel closer to people who have the same interests we do?

15. Put names in each column.

Interesting Boys in the Room	Interesting Girls in the Room	Persons I Admire

16. List the reasons for listing the people in activity #15.

17. Make a combined list of the reasons given in activity # 16.

Are there many of the same qualities listed?
Are the lists very different?

18. You have been discovering your interests and those of your friends. Pretend you are not interested in anything. Write a short story, poem, or paragraph describing the kind of person you would be. Note to the Teacher: This concept can be developed orally first.

MAKING THE MOST OF WHAT YOU ARE

The purpose of this unit is to help each child identify his own abilities and to recognize that heredity, environment, and motivations are some of the factors in determining abilities. These insights should lead to an appreciation of the differences among people which makes our society more interesting, colorful, and dynamic.

Behavioral Objectives

To identify the different abilities of each individual

To identify ways to develop abilities

To document the need in our society for different abilities

To observe and report what can be changed and what cannot be changed about one's identity

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Complete the following:

   I have the ability to do many things. Some of the things I do very well are:

   _____ _____

   _____ _____

   _____ _____

Some of the things I also do are:

_____ _____

_____ _____

Some of the things I think I would like to try to do are:

_____ _____

_____ _____

I am interested in:

_____ _____

_____ _____

2. Think about the topic "What Makes a Person" for the class brainstorming session. A brainstorming session means everyone shares his ideas with everyone else. Share your thoughts with the class. Record the observations as they are given.

3. Re-read the list of qualities from activity #2. Put these into the two groups listed below.

Appearance	Manner

Explore with the boys and girls some of the items listed under "manner."

4. Your group has to select one of the following topics for a ten minute "buzz" session. Select a reporter to share your ideas with the other groups.

What is Heredity? Can you change it?

What is Environment? Can you change it?

5. Special holidays are observed by some groups of people. Interview a person in your school or neighborhood who celebrates different holidays from yours. Report back to the group.

6. Many groups of people prepare favorite foods common to their culture. Plan a tasting party. Invite volunteers to bring such foods to school. How many different kinds of groups are represented?

7. Make a list of the qualities which best describe you. Divide your list into those things you can't change and those which you can change.

   Example:

Heredity (cannot be changed)	Environment (can be changed)
brown hair	clothes

8. GAME: Who is it? Describe the person whose name you pulled from the name box. Do not use that person's name in your description. Use the list from activity #2 to help you.

   Can the person identify himself?

   Can the boys and girls guess who it is?

9. Interest and ability are said to go "hand in hand." Put a check next to the items in the list below which interest you. Add to the list as many items as you wish.

After you have checked the items put another check in the ability column in one of the four choices.

✓	Interest Areas	Ability: Strong	Average	Weak	None
	1. sewing 2. building things 3. cooking 4. playing sports 5. dancing 6. painting 7. reading 8. playing in band				

Review what you have done.

Is it possible to be interested in an area and not have ability in that area?

Is it possible to have ability in an area and not have an interest in it?

What other observations can you make?

10. All jobs are important. You have abilities that allow you to do something worthwhile if you are interested. Can you spot your own abilities? Can you match each ability below with a job or jobs from the list? Do you have an ability not mentioned? Add it to others on the list.

The Ability	The Job
Ability to use words. You read well and speak well.	
Ability to see relationships between objects in space. You can design things and do puzzles.	

The Ability	The Job

Ability to solve problems. You are good at figuring out things.

Ability to recall details, numbers, and names. You always remember dates.

Ability to handle number problems. You add, subtract, multiply, and divide easily.

Ability to use your hands and tools. You can manipulate objects with speed.

Ability to understand and/or speak two languages.

Ability to play an instrument. You enjoy music.

Ability to participate in many sports.

Ability to handle people.

Ability to be calm in a crisis.

Ability to persuade people.

Ability to recognize humor in others.

accountant
actor
architect
artist
bank clerk
baseball player
cartoonist
chemist
clergyman
composer
cook
dentist
designer
doctor
draftsman
dressmaker
engineer
foreign agent
lawyer
librarian
machinist
mechanic
piano tuner
pilot
politician
reporter
secretary
sportsman
teacher
writer

11. Select a committee to plan an art exhibit. Students could work individually or in groups on various aspects of this project:

    (a) setting up the exhibit
    (b) preparing the publicity
    (c) making the art objects

12. You have to decide which activities for the year your room should plan to have. Select the ones that interest you the most and the ones you would like to help plan. Add to the list anything you think should be included.

    Activities

art exhibit	play
trip	room newspaper
bake sale	sporting event
book fair	talent show

13. You are on the planning committee for your room. It is your job to assign different boys and girls to the activities listed in #12. You must see to it that every boy and girl in your room has a chance to have an important role in at least one of the activities. How would you decide where to put a boy or girl? Is there anyone who has not been included?

14. Brainstorm your reaction to activity #13. Will the activities in your room be exciting for everyone this year?

15. Read a biography of a person who overcame a personal obstacle to lead a normal, fruitful life. Note to the Teacher: The librarian could suggest a reading list for the room library.

16. Interview a parent, grandparent, friend, or relative who has a handicap.

    What good came from their handicap?
    What advice would they give to others?
    How have they helped someone else?

17. Develop a Family Occupation Tree. List the members in your family as far back as you can. What occupations did they follow?

    Do you find one or two occupations run in your family?
    Is this due to a special ability? Or environment?

18. You are taking part in a panel discussion. You will select one of the following topics to discuss (include inherited and developed talents).

    Everyone has different talents.
    No one can do everything well.
    Everyone has the ability to do something well.

19. Imagine if everyone in your room were exactly the same for one school day. Write a story or poem about such a situation. Would this be the greatest thing that ever happened to the boys and girls in your room? Would you enjoy such a class?

20. Write a poem, or paragraph, about yourself. Reflect or think about this.

    Hidden inside is a little "me" nobody knows.
    I had a talk with me _____

    _____.

21. A debate has been arranged. Select your position and defend it. The debate topic:

    First impressions are important

    First impressions are misleading

FEELINGS AND ACTIONS

The purpose of this unit is to examine feelings and their associated actions. The relationship that exists between these two areas of human experience is of particular importance to the middle grader. Children often wonder about the effects of their actions on others.

Behavioral Objectives

To recognize the feelings behind certain actions

To compare alternatives of action that might be considered in a given situation involving feelings

To foretell the possible consequences of one's actions

To apply the knowledge learned about feelings and actions

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Bring magazine or newspaper pictures showing feelings to school.

   What feelings do you think are indicated by facial expression in each picture?

   How do our physical expressions and movements reveal our feelings?

Label each picture with the word that best describes the feeling the picture expresses, and check the word with the definition given in the dictionary.

2. Listen to the story "Johnny's Bad Day" and follow the instructions given to you by the reader. Note to the Teacher: See bibliography (2) Seven Stories for Growth. Excellent suggestions for exploring "feelings" are given.

3. Take turns and pantomime some "feeling" words while other members of the class try to guess the feeling you are acting. Note to the Teacher: The word which describes the feeling might be written on the board. Some of the words that might result from this activity are the following:

afraid	lonesome
angry	puzzled
anxious	sad
ashamed	shocked
disappointed	shy
excited	silly
happy	tired
hungry	unsure

4. Choose one of the "feeling" words from the list on the board and tell what you would do if you felt that way. Note to the Teacher: The chart may be duplicated for each pupil and the responses used to indicate buzz group activity. Provocative questions such as the following may be used:

   Would the action make you feel better?

   What else could have been done?

   What will happen if this action is chosen?

5. Read the story below. Notice the number of "feeling" words it contains. Circle all the "feeling" words and consequent "action" words.

   Jack took his dog for a walk. Cars were passing swiftly in both directions. Jack had his dog well-trained, so he unleashed him. However, the roar of the traffic excited the dog so much that he ran into the street. Jack stood on the curb screaming for his dog to come back. As Jack watched breathlessly, his dog dodged

the traffic and came back to him. Jack picked up his frightened dog and grinned as he hugged him.

Act out the part of Jack and show how you think Jack feels and acts in the story.

6. Listen to the following story. Decide on a good title for the story. List all your suggestions and vote for one, then complete the questions. Do not put your name on the paper.

The girls in Miss King's room won the kick-ball game two times in a row. The girls in Mrs. Swift's room were really hoping to win the third game so that they could at least play in the tournament. When the day came for the big third game the team captains, Sue and Elizabeth, started to choose players for each position. Sue's best friend, Kathy, was not good at pitching, but she always wanted to pitch. When Sue asked Kathy to play second base, tears came to Kathy's eyes.

Kathy felt _____

Sue felt _____

Kathy could have _____

I felt like Kathy when _____

I felt that way because _____

I would have felt better if _____

Tabulate the responses under three headings:

Kathy felt _____

Sue felt _____

Kathy could have _____

Note to the Teacher: Lead the group to a decision concerning the feelings and actions which would help Sue and Kathy remain friends.

7. Read the two short stories about Janice and John. Fill-in the blanks and answer the questions and then check the actions which you might take.

Janice wanted a game for her birthday. She was sure her mother would get it. Janice got a book, but no game. Janice felt _____. If you were Janice how would your action reflect your feelings? Check the actions which you might take.

_____ pout

_____ cry

_____ hide your disappointment

_____ argue

_____ accept the book with a "thank you"

_____ talk about the game your sister got on her birthday

_____ talk about next year's birthday

John's uncle had promised to take him to a basebell game at 2:00. John went bicycle riding with his friend, Bob. When John came home, it was 2:30. His uncle had gone. John felt _____. If you were John, how would your actions reflect your feelings. Check the actions which you might take.

_____ pout

_____ talk about your uncle

_____ holler at your mother

_____ slam a door

_____ plan to call your uncle to make things up

_____ go out on your bicycle

_____ worry about never being invited again

_____ fight back when your brother or sister "bugs" you about not getting to go to the game

8. Watch the film, "New Student, New Friends." Note to the Teacher: Follow preparatory and follow-up procedures so that the reviewing will be meaningful. (See bibliography under film.)

9. Pretend you are visiting with someone who doesn't understand your language. Pantomime how you would communicate--

   the need to eat or sleep

   a wish for a drink of water

   an invitation to play ball

   the fact that you are lost

DISCOVERING YOUR VALUES

The purpose of this unit is to provide experiences in the clarification of values and the identification of coping strategies in the assimilation of a system of values. Since individuals differ so greatly that a universal set of values cannot be identified as best for all individuals, emphasis is placed on the valuing process.

The process is used by children and adults as well when faced with value choices in the use of time and space, spending money, making friends, sharing ideas, et cetera.

Behavioral Objectives

To identify common needs and wants of people

To observe and report statements or actions which relate to needs or wants

To identify personal actions which contribute to a feeling of pride

To list relationships which are prized or cherished

To identify inconsistencies between values and actions

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Choose a partner and decide between you two things you would like to do next Friday afternoon.

2. List the choices of each group of two. Do some other groups share your choices?

3. Tell or write one thing that you did this week of which you are proud.

4. Choose one thing that you have in your pocket or your desk of which you are proud. Tell the group about it.

5. Listen to the people around you for a day and list the clues that might tell you what they need or want. Note to the Teacher: A list of children's needs and wants could be made from observed actions and comments and shared with them.

6. Compile a composite list from activity #5 under two headings, Needs and Wants. Can you think of any other ways of sorting the items on your list?

7. Think of a story that you read in which a person wanted something that he couldn't get. Choose a friend to role-play with you what happened.

8. Discuss in small groups something that happened in school this week that made you very happy.

9. Choose a friend to role-play one of the happenings in activity #8.

10. Do you like to do the same things that you did two years ago? Discuss with several friends the reasons for any change.

11. A few years ago you probably believed in Santa Claus. Discuss in small groups why you no longer believe in him.

12. Can you think of some other things that you once believed to be true that you now do not believe? Share your list with others in your group.

13. Play the game, "Would You Rather?" Each person must make one choice.

Would you rather be--

a crocodile	rich
an eagle	healthy
a snake	famous
a zebra	Indian
an elephant	Spanish
a monkey	Chinese

Would you rather have--
a good friend
a ten speed bicycle
an excellent report card

Would you rather go to--
a roller-skating party
play a ball game
stay home and read a good book

Note to the Teacher: Other choice situations may be built into curricular plans, i.e.

If you lived in the U. S. in colonial days would you rather have lived in Virginia, Philadelphia, or New York?

Would you rather work with clay, tempera, or crayola during our art period?

Would you rather sing songs or have a play for the assembly program?

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Benefit of the Doubt

DEVELOPING HABITS AND RELATIONSHIPS

GROWING UP

The purpose of this unit is to recognize the ways in which growth brings change. This change involves not only physical growth, but also social, mental, and emotional development. Coupled with this change, each person assumes a variety of social roles as a result of environmental pressures to change.

Behavioral Objectives

To identify changes that occur with growth

To categorize areas of individual growth as physical, emotional, spiritual, social, and intellectual

To identify changes that occur in persons as a result of learning

To identify the feelings and common excuses people use when changes are threatening

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. How does a plant grow?

   How does an animal grow?

   How do you grow?

   Use this chart to help you.

How Things Grow

Plants	Animals	Me

2. Your "buzz" group is talking about activity #1. Compare your charts.

   Did you list the same ways for plants and animals? Different ways?

   How does your list for "Me" compare with "Plants" and "Animals?"

   Did you list ways under "Me" that you didn't list for the other two? What are they?

   How do you differ from a plant?

   Are you different from an animal? How?
   Are you the same? How?

   Choose a reporter to share your ideas with the other groups.

3. Check the statements that you think are true.

   1. _____ Growing up is painful.
   2. _____ Growing up is fun.
   3. _____ Growing up brings changes.
   4. _____ Growing up is frightening.
   5. _____ Growing up means becoming different.
   6. _____ Growing up is sad.
   7. _____ Growing up is exciting.
   8. _____ Growing up means more responsibility.
   9. _____ Growing up is more work.
   10. _____ Growing up has advantages.

Tally the room checklists for each statement. Brainstorm the ones where there was disagreement. For example:

No. 2 - 15 pupils checked it. The others left it blank.

Note to the Teacher: These can be compiled on a chart for easy class reference.

4. We grow in four ways:

PHYSICALLY MENTALLY SOCIALLY EMOTIONALLY

Your "buzz" group is one of four groups. Each one is to take one of the terms listed and decide what it means. Time limit: 5 minutes. Note to the Teacher: Explanations should be kept simple:

Example: Physical - Body changes.

Mental - Ability to learn to do things.

Social - Actions we use with others.

Emotional - Feelings and temper which make us act in a certain way.

5. Everybody has his own built-in timetable. Interview your mother, older sister or brother, or anyone who has known you since you were born. Find out what you could do at each age and how you looked as your body changed. Maybe you could mount some pictures of yourself at each age. Fill in your timetable. For example:

When did you first crawl?

When did you get your first tooth?

When did you take your first step?

When did you say your first words?

When did you lose your first tooth?

What changes have occurred since you were six?

What can you do now that you couldn't do then?

MY TIMETABLE

NAME: _____

AGE	Growth - Size - Weight	What I had to learn to do.
6 Mos.		
1 Yr.		
1½ Yrs		
2 Yrs.		
5 Yrs.		
6 Yrs.		
10 Yrs.		

6. Divide into "buzz" groups and compare your timetables. Make a list:

Things we all did	When		
Example:	6-Mos.	8-Mos.	1-Yr.
Crawl			

Next to each item check off when each of you did these things. When you finish, examine what you have. What did you discover? Compare your findings with the other groups. Why is the "When" column so different?

Can you explain now what the sentence, "Everybody has his own built-in timetable," really means?

7. Pretend that 10 years ago you were shipwrecked and found yourself on a deserted island where you were brought up as an islander. You have just been rescued.

Look at the timetable you made for yourself. How would you change that timetable if you were this person? Or wouldn't you? What could this person do that you couldn't do? What could you do that this person couldn't do? What has made the difference? Note to the Teacher: Discussion should develop the idea that environment affects our opportunities for learning. We learn those skills or bodies of knowledge necessary to survive in our environment.

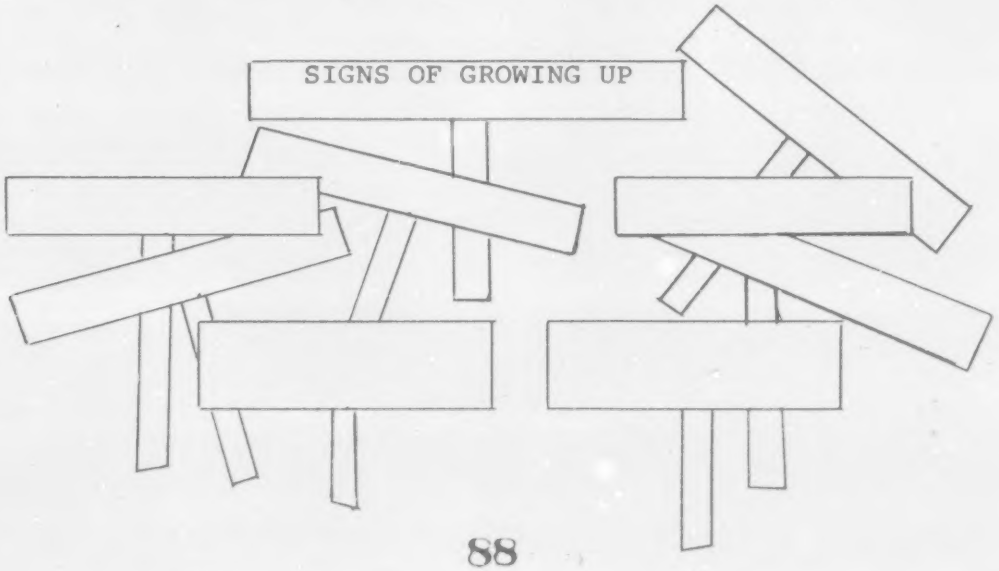
8. Brainstorm this question. How do many--

interests outside experiences

hobbies school experiences

help you grow mentally?

9. Your committee is to prepare a bulletin board display called



Whenever your group feels it has found a sign of growing up which should be on your board, fill in the sign. Note to the Teacher: Some characteristics which groups may be led to explore during the course of the unit are listed below.

Understands others	Accepts disappointments
Learns from mistakes	Risks making mistakes
Has patience	Makes decisions honestly

10. We grow up socially, too. As we grow, we sometimes play social games. That is, we pretend to be something we really aren't. From the game box pull a card and pretend to be that kind of person. You may choose a friend to help you. See if the class can guess the kind of person you are playing. Note to the Teacher: On separate cards indicate the role to be played by members of the class. Below is a suggested list to which you may add if you desire.

The class clown	The "too good" one
The leader	The bully
The joker	The teacher's pet
The know-it-all	The loner
The loudmouth	The deadpan
The complainer	The meddler
The conceited one	The troublemaker

Opportunity for class interaction should be provided. (This activity can be done with hand puppets, too.)

11. Think about what you saw and heard in activity #10.

Meet with your group. Talk about why boys and girls sometimes act in these ways. Does it make them happier? Are they hiding their real feelings this way? Is it hard to know why somebody does something? Share your group's reasons with the other groups. Note to the Teacher: Lead the class to recognize the roles used by people to gain acceptance for some of the following reasons:

to gain attention	to seek revenge
to gain power	to compensate for a weakness
to cover up a weakness	

12. Listen to yourself. For one day keep a list of all the excuses you make at school, on the playground, and at home. Boys and girls sometimes use excuses to hide their real feelings. An excuse is a reason you give for doing or not doing something.

    Some examples are:

EXCUSE	REAL REASON
I felt like it	wanted everyone to notice me
I didn't think	wanted to get back at Tom
I didn't know	didn't want to be punished
I can't	afraid to make a mistake

    Put down the real reason you did or did not do something next to your excuse.

    _____

    _____

    _____

    Turn your list in. Do not put your name on it.

13. In your "buzz" group talk about the excuses we use to hide our real feelings. Use samples from activity #10 to help you Make a list of common excuses and the reasons behind each. Share this with the other groups.

14. Plan an "EXCUSE" bulletin board. List the most common excuses. (Tally from activity #13.)

ARE YOU HIDING BEHIND THESE EXCUSES?

15. Your committee has volunteered to publish a booklet. Gather "mood" pictures from the newspaper and magazines. A mood picture will show anger, joy, sadness, et cetera. Mount one on each page. Opposite each picture put a story (activity #16). When the booklet is complete, decide on a title for it.

16. Choose one of the mood pictures in the book and write a story about it. When you have finished give it to the committee (activity #15). The best ones will be put in a book.

17. Part of growing up is learning to understand our feelings. Describe a situation which would make you feel--

gay	grateful
sad	grouchy
sick	jealous
angry	tearful
happy	worried
proud	surprised
fearful	disappointed

18. Note to the Teacher: Select those situations from activity #17 which will lend themselves to role playing.

    Each person in your group has chosen a card with a situation on it. Act out the situations and solve the problem in two ways:

    As a child (5 years younger than yourself).

    As a grown-up boy/girl your age.

    Note to the Teacher: The contrast should provide opportunities for discussion and evaluation.

19. Check your answer on the "What Would You Do?" checklist. Circle only one for each question. Note to the Teacher: Attached copy can be duplicated.

20. Your committee was chosen to tally the answers for activity #19. Report the results to the class. Lead the discussion about the results.

19. Circle one of the answers on the checklist below.

WHAT WOULD YOU DO?

If someone beat you in a game	practice, try again, cry	_____
If you were asked to make an oral report	say "no," practice speaking, make up an excuse	_____
If your younger brother or sister lost a book that was borrowed	tell on him, look for the book, scold, give him another book, sympathize	_____
If you wanted to go to the show and your parents said "no"	go anyway, do something else, get mad, pester your parents	_____
If your best friend moved away	pout, make new friends, be a loner	_____
If you couldn't reach the top shelf	get something to stand on, give up, ask for help	_____
If you didn't like someone	tease, find out why, fight, keep away	_____
If you hadn't done your job	play dumb, get sick, do a better job next time, say you forgot	_____
If it rained the day of the picnic	do nothing, get mad, have an indoor picnic	_____
If you were the best player	brag, help the others, find better players and join them	_____
If a member of the team couldn't speak your language	act out rules of the game, learn some of the words of his language from him, refuse to play the game.	_____

LEARNING THROUGH OUR SENSES

The purpose of this unit is to explore how the senses develop an awareness of one's environment. Through a variety of sensory experiences, the learning process will be extended and enriched.

Behavioral Objectives

To demonstrate how our senses are interrelated

To describe the ways in which our senses act as a safety or mechanism

To identify knowledge gained through the senses

To observe that the remaining senses may compensate for a sense that has been lost

To document accomplishments of some handicapped persons

Suggested Activities

These activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Have you heard people say these things?

   He doesn't make sense!

   I sense something is wrong.

   Tom lost his sense of balance.

   Mary has common sense.

   Use all of your senses to describe the orange.

   Pretend you are a dectective. Find out what people mean when they use the word "sense" in so many different ways.

2. How well do you use your senses? Close your eyes and listen to the sounds you hear. Note to the Teacher: Place a time limit upon this activity. Record on the board THINGS WE HEARD.

3. Conduct an experiment. With a partner, choose one of the places listed below. When you arrive there, put a bandage over your eyes for a short time and listen to the sounds about you. Your partner will record what you hear.

boiler room	lunchroom
corridors	mimeograph room
gymnasium	playground
kindergarten	principal's office
library	science laboratory

4. Each scientific team from activity #3 will report to the class. Put your list on the board or overhead projector and share what you discovered.

   Do certain places have sounds peculiar to them?

   Did you find it difficult to identify some sounds?

   Almost impossible?

   Did you mistake one sound for another?

   Note to the Teacher: This same experiment can be conducted with vision. The child may stuff his ears with cotton or wear earmuffs to muffle the sound. He may list the events or happenings and tell how his senses helped him.

5. Visit one of the following places with a friend. Report to the class the sounds, sights, tastes, smells, and touch feelings you experienced.

airport	delicatessen
bakery	florist
ballpark	laundry
candy store	subway

   Think of other places to add to these. List your experience under headings like these:

Sounds We Heard Sights We Saw How It Felt

How It Tasted How It Smelled

6. Tape-record common sounds in school, at home, or in the neighborhood. Play the tape. List or identify the sounds you hear. How well did you do? Which sounds were difficult to identify? Which sounds did everyone identify? How do you account for the differing answers the boys and girls made?

7. Do we sometimes "look" and not really "see?" Let's find out. Experiment with a partner. Choose a recorder to write down the replies. Give these instructions to your partner.

    1. Without looking down, describe what you are wearing.

    2. Don't look at _____ _____ (use the name of a very close friend of this boy or girl). Tell me what he or she wore today. What color eyes does he or she have?

    3. What is on the back or side bulletin board?

    4. Give me the title of our arithmetic book.

    5. Describe Miss _____ (teacher's name) coat.

    Can you think of some others?

8. Note to the Teacher: Show a picture to the class. Be sure it is large enough for everyone to see. Let them look at it for two minutes. Put the picture away. Have the pupils list everything they saw in the picture.

    Look at the picture again. What was missed? Who saw something not really there?

9. Organize a "Tasting Party." Ask boys and girls to volunteer to bring a fruit, vegetable, or other food items to be tasted. These are to be wrapped so no one but the committee will see them beforehand. Ask the boys and girls to volunteer to taste these while they are blindfolded.

    Ask the same tasters to taste the same food items without the blindfold.

Were they able to identify the food through seeing and tasting that they could not name when blindfolded?

Were they unable to identify some of the items?

What made the difference?

How do our other senses help our sense of taste?

10. Plan a "Touch Experiment." Ask your committee to bring common, everyday items to school in a bag.

Blindfold the person who will identify the items. Allow him to handle the items as he describes them, i.e., shape, texture, weight. Ask him to tell what they are. Were any items not recognized? Could he identify the ones he missed when the blindfold was removed? Do we use other senses to help our sense of touch?

Note to the Teacher: The same experiment can be conducted for odors.

11. Read the following descriptions. Which of your sense organs would be involved? Once your sense organs had warned you, what would you do about the situation?

The fisherman saw a thick green oily mess coming from a pipe which was emptying into the river. There were dead fish lying all around.

As the lady opened the kitchen door she smelled a strong odor of gas.

When Johnny took trash out to the garbage can he found garbage strewn all over the alley.

The man had raked his leaves into a huge pile and started to burn them. Billows of smoke filled the air as a strong wind whipped through the area.

A new factory went up across the street. The noise coming from the factory makes it hard to hear unless one talks loudly.

The fumes from the factory caused the people in the neighborhood to develop red, teary eyes.

The steady rain caused flooding. Sewers were backing-up into basements, streets, and alleys. The backed up water was standing for a number of days in a vacant house.

12. Form a committee to select books from the library about people who have overcome a sense-organ handicap.

13. Invite someone who is blind or deaf to speak to the boys and girls about his handicap.

14. Do you think you know "Blue"?, "Red"?, "Green"? Are there many blues, reds, and greens? Do different shades of a color give you different feelings?

15. Bring a pair of binoculars to class. Describe how things are changed as you view them through the binoculars. Choose a friend to help you find out how the binoculars change the appearance of distant objects.

16. Bring a magnifying mirror to class. Tell how this changes things.

17. Scratch your fingernails across the chalkboard. Tell how the sound makes you feel.

18. What do these sayings mean to you?

    There are none so blind as those who will not see.

    See no evil, hear no evil, speak no evil.

    A rose by any other name would smell as sweet.

    It was a case of the blind leading the blind.

19. Can you think of a reason for the change in these situations?

    The boy loved to listen to the top song of the week at first; now five weeks later he holds his ears when he hears it on the radio.

    Susan loved candy. She worked in a candy store all summer. Now she won't eat candy at all.

    Bill enjoyed being a guide and showing people the beauties of the desert. Now he has asked to be transferred to a mountain area.

    When Tom began working at the stockyards the odor made him ill. Now he doesn't even seem to notice it.

20

20. Pretend you are an actor trying out for a part. When the director mentions one of the things below you have to make the proper face and actions--

picking roses	eating ice cream
cooking cabbage	touching sandpaper
slicing onions	swallowing medicine
burning rubber	slamming on brakes
petting pets	

21. Can you guess what feelings a person has when he does one of the following things:

puts blinders on	perks up his ears
curls his lip	raises his eyebrow
tips his hand	wrinkles his brow
purses his lips	wrinkles his nose
wags a finger	gives a tongue lashing
gives a love tap	

22. Visit a radio or television studio. Notice how sound effects are produced. See if you can produce sounds in the classroom that the group can identify.

23. In a classroom for deaf children the teacher may have a deaf child feel the muscles in her throat while she is speaking. Why? To get the attention of a deaf child who is not facing her, the teacher may strike the floor with a pointer. Why?

24. In a classroom for blind children there will be "talking books." Can you guess what they are? Also, the children will read as they pass their fingers over a page. What kind of reading is that? What two senses are being used to make up for the loss of sight?

25. People who have severe physical handicaps may achieve tremendous success. Beethoven was deaf but he composed some of the most beautiful melodies the world has known.

Franklin Roosevelt could hardly walk but he became President of the United States.

Milton and Homer were blind but became famous poets.

Helen Keller was deaf, blind, and unable to speak clearly but she became an inspiration to millions of people.

In the present day George Shearing, Ray Charles, and Jose Farrentino are famous musicians who happen to be blind.

Invite a deaf or blind person to discuss adjustments he has made to living without one of the senses.

26. Try wearing a blindfold or earplugs for a short time. Describe your feelings.

27. Bring in pictures of advertisements that appeal to your sense of taste. Tell what there is about the pictures that makes you hungry for the product.

28. Describe water in each of these situations. Tell how it would look, sound, smell, taste, feel--

in an ice cube	from a shower
in a waterfall	in a storm
from a faucet	in a tub
on the beach	in the gutter
in a glass	

Think of other things that you can see, hear, taste, smell, and feel. Describe them.

29. Your senses work for you in many ways. How many ways can you name? Use the chart to help you. List some events or happening and tell how your senses help you. Complete the first sample.

30. Write a short story about how you use senses, i. e., sight, hearing, smell, touch, or taste, to help in a dangerous situation.

31. Pretend you have lost one of your senses. Take one of the incidents from your chart (activity #29).

Describe the scene - <u>without</u> the sense you have lost. How different will it be?

29.

INCIDENT	SIGHT	HEARING	TOUCH	TASTE	SMELL
building on fire	smoke flames	engines people			

32. Choose one of the situations below. Imagine you have lost the sense listed next to the incident or happening. What would you do? How might your other senses help you? Can you add other problems to this chart to be solved?

Imagine you are	Incident
Deaf	You are in the house alone looking out the window. It is raining very hard. During the storm a funnel cloud seems to be developing. What would you do?
Blind	Thunder crashes and strong winds begin to blow while you are in the park. What would you do?

BEING THE KIND OF FRIEND I'D LIKE TO HAVE

The purpose of this unit is to identify those characteristics which an individual develops in order to be considered a friend in the eyes of his peers, the family, his teachers, and his neighbors. The activities are designed to encourage insights and self direction.

Behavioral Objectives

To identify the personal qualities of a friend

To examine one's own personal characteristics

To place a value on friendship

To establish personal goals for self improvement

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. You are the discussion chairman for the day. Lead the group in a "brainstorming" session. When you brainstorm you give everyone a chance to say something. Your topic is "What Is A Friend?" List on the chalkboard all of the qualities mentioned by the boys and girls. Note to the Teacher: In brainstorming we are interested in quantity rather than quality. You may wish to act as recorder. Duplicate this list and distribute a copy to every pupil for future use.

2. Each of you write on a slip of paper the one personal quality you think is the most important one a friend should have. Note to the Teacher: Each child can refer to his list developed from activity #1.

   Collect the slips. Tally the results on the chalkboard.

3. You are the discussion leader for the day. Divide the class into groups of six. Let each group choose one of the qualities listed on the chalkboard from activity #2. Give each group six minutes to "buzz" or discuss the personal quality chosen by individuals in the group.

   Here are some questions to help guide the "buzz" groups.

   What is so important about this quality? _____

   _____

   Can this quality be developed? _____

   _____

   How would you develop this quality? _____

   _____

   Could you pretend to have this quality? _____

   _____

   Are there degrees of this quality? _____

   _____

   How much of this quality should everyone have?

   _____

   _____

   Are there times or situations where this quality would be a handicap? _____

   _____

   Call upon each "buzz" leader to summarize the points of the buzz session. Follow-up with open class discussion. Note to the Teacher: It may not be possible to complete all reports in one session. It would be better to limit the topics "buzzed" in one period so that reactions are fresh. The remaining qualities can be discussed at the following class meeting.

4. Conduct a survey. Contact parents, teachers, and teenagers (high school). Show each person the list of personal qualities the class has developed (see activity #1).

Ask each person you contact to select the one personal quality he thinks is the most important one for a friend to have.

Keep a separate record of qualities for each group. Tally each column across.

5. Write true or false on the Friendship Questionnaire. Tally the results.

   Select those items where the opinion of the class was divided.

   For example:

No. 9	15	true
	17	false

   Discuss each of these items in small groups. Summarize the feelings of your group for the rest of the class.

6. The topic for the day is "Who Is A Friend"? Choose a partner. Pantomime, that is, act out silently for the class who you are. The boys and girls are to guess the friend you are pretending to be. When they guess who you are, add your friend to the list on the board.

   For example: Brother, Bus driver

7. Complete the items on the Friendship Characteristics Form. Note to the Teacher: (See attached form)

   As discussion chairman, you will divide the room into six groups to tally each category. Tell each group to make a separate tally on each item for girls and boys.

   Each group leader is to summarize the results listing the boys' and girls' answers separately.

   Lead the open discussion for items 1 and 2.

   Do boys and girls put different values on the same qualities? _____

   _____

   Different qualities? _____

   _____

   If there are differences how do you account for them? _____

   _____

SURVEY

	Quality	Parents	Teachers	Teen-ager	Total
Example:	Loyalty				

Report your survey to the class. How does this survey compare with the survey (activity #2) taken in your room? Discuss your findings with the class.

Were the results similar? _____

Very different? _____

Do teen-agers and parents place the same value on the same personal qualities? _____

Teachers? _____

Your room? _____

Is there a generation gap? _____

Are there some basic personality qualities which everyone values? _____

Do teachers and parents agree? _____

Disagree? _____

How would you summarize the results? _____

_____

Lead the open discussion on item 3. The following questions may help you to direct the discussion.

Do we develop these behavior habits which displease others? If so, how? Or are we born with these habits? _____

_____

What can be done to change these kinds of undesirable behavior? _____

_____

Do these personal qualities give us a poor reputation? _____

_____

Is it possible to change what people think of us? What steps can be taken? _____

_____

8. Note to the Teacher: Request a volunteer for chairman of the bulletin board committee. As the chairman of the bulletin board committee, plan a display around the theme THE KIND OF FRIEND I WANT TO BE. Locate pictures to illustrate this title. Ask the boys and girls in the room to help you.

9. List as many qualities as you can which you think are important under each heading below:

Parents are friends when they--

_____

_____

Teachers are friends when they--

_____

_____

The boys and girls in my room are friends when they--

_____

_____

I am a friend when I--

_____

_____

Note to the Teacher: One class session can be devoted to each of the above categories with a follow-up summarization.

10. Keep a list for one week of the things you do for others each day which make you a good friend to have. Use the following form to help you.

Date	Activity
1/5/72	Carried Tom's arithmetic book to class. He had forgotten it in the playground.

11. You are on a committee to develop role playing situations. Put each situation on a separate card.

Example:

A new boy comes to the room. How can you help him make friends?
A pen has been stolen. A boy you dislike is accused. You saw your friend take it. What would you do?

12. You are a part of a small group. Each group is to choose a card which describes a role playing situation. (activity #11). You are to act-out the scene for the class. After each dramatization, one of the other groups is to review what your group did.

Example:

Was the person really a friend?
What did he do to help?
What did he do that didn't help?
Why did_____do or say_____?
Would you want him as a friend?
How would you have shown friendship?

Note to the Teacher: Suggested guide questions could be duplicated for each group. Direct the discussion.

13. Put a check ✓ for each quality that is true for you.

Am I		Do I	
thoughtful	_____	help others	_____
fair	_____	listen to others	_____
tacktful	_____	take my turn	_____
cheerful	_____	have a sense of humor	_____
cooperative	_____	welcome new boys and girls to the room	_____
willing to try	_____		
a good sport	_____	congratulate others	_____
interested in others	_____	respect others viewpoints	_____
encourage others	_____		

14. You are a roving reporter. You stop people on the street to ask them "Where would I find a friend"? The boys and girls in your room can be the people you ask. Make a list of all the places they suggest. Note to the Teacher: Reporters can be rotated.

15. Complete the following statement. I am the kind of friend I would like to have because--

    I am

    _____

    _____

    _____

    _____

16. Collect pictures for your classroom "Friend File" which shows people who are being friendly. Note to the Teacher: This could be an on-going activity for the entire class. It would lead to activity #17.

17. Select a picture from the "Friend File" (activity #16). Show the picture to the class. Make up a story. Begin with:

    What happened just before the picture was taken?

    _____

    _____

    What is happening in the picture?

    _____

    _____

    What will happen next?

    _____

    _____

Keep your paper. After two weeks rate yourself again. Have any changes occurred?

THE "I" IN FRIENDS

		Yes	No
1.	When I am wrong, I admit it	_____	_____
2.	I listen to others	_____	_____
3.	I return what I borrow	_____	_____
4.	I trust others	_____	_____
5.	I frequently do things for others	_____	_____
6.	I am usually cheerful	_____	_____
7.	I like most girls and boys	_____	_____
8.	I try to be fair	_____	_____
9.	My friends wait for me	_____	_____
10.	I am friendly	_____	_____

FRIENDSHIP QUESTIONNAIRE

Directions:

Read each statement carefully. Write true or false on the line before each statement.

_____ 1. A good friend is a good listener.

_____ 2. A good friend always agrees with you.

_____ 3. A good friend is one who solves your problems for you.

_____ 4. Two persons can be good friends without respecting each other.

_____ 5 It is necessary to be considerate of the feelings of friends.

_____ 6. We are likely to have more acquaintances than friends.

_____ 7. A secret told to you by a good friend should be always kept secret.

_____ 8. Manners are not very important between good friends.

_____ 9. Thanks and compliments are not necessary between good friends.

_____ 10. It is not likely that a person will have a good friend without being one.

FRIENDSHIP CHARACTERISTICS

Check one: I am a boy _____

I am a girl _____

1. Behavior I like in friends who are boys.
   a.
   b.
   c.

2. Behavior I like in friends who are girls.
   a.
   b.
   c.

3. Behavior I do not like in boys or girls.
   a.
   b.
   c.

INTERDEPENDENCE OF PEOPLE

The purpose of this unit is to focus on results that occur as a consequence of interdependent action. The interdependency of people and services require the contributions of all individuals. Feelings affect performance.

Behavioral Objectives

To relate individual effort to group effort in working toward a goal

To describe the contributions of individuals in producing ideas and things

To observe and report instances of interdependent action

To express satisfaction derived from interdependent activity

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of pupils.

1. What makes a team? List the kinds of qualities you would like team members to have.

2. Pretend you are a member of a baseball team. On the day of the game the pitcher is ill and can't pitch. What would you do? Your team needs a good starting pitcher.

3. On the following list check the words which you think are important in describing a person you would choose to help you make a poster.

   reliable _____

   musical _____

   healthy _____

   neat _____

   cooperative _____

wealthy _____

friendly _____

punctual _____

imaginative _____

cheerful _____

artistic _____

4. Break into small groups. Choose two qualities which were checked in activity #3 and one quality which was not checked Discuss.

5. John and Carla wanted to be in charge of the room library. Carla was chosen by the group. Why do you think Carla was chosen? John was angry. When John joined a group working on a room project, how do you think John worked in the group?

   What feeling caused John to act this way?

   Fill in the blank in this sentence. _____ can affect how we do a job.

6. The pupils in a class began a group project. The project was to make a model of a children's park.

   On your sheet is a pretend list of pupils and a clue as to what each might contribute. All have something to contribute. To make their contribution worthwhile, what job would you ask each to do?

	PROJECT JOB
Joe's father works in a supermarket.	_____
Mary makes doll clothes.	_____
Ann uses the library often.	_____
Kate looks after her six year-old sister.	_____
Fred has a picture on display in the hall.	_____
Tom organized a ball club.	_____
Dora likes to grow flowers.	_____

PROJECT JOB

George goes with his father on the laundry truck. _____

Tony took his drawing of the school plan to the principal. _____

Jane made the room number sign for our door. _____

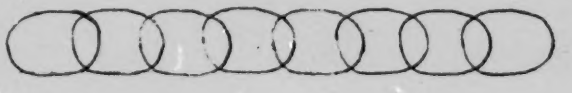
Discuss your reasons for organizing the group as you did.

7. Pretend that all the truck drivers in the city are on strike for a week. List the ways that you and your family would be affected.

8. You are in a strange country where no one understands your language. Role-play what might happen.

9. This book in my hand was only an idea at first. Now it is a book written by two people. How did it progress from idea to finished product?

   Starting with an idea, make a chain on the board showing the contributions which made the book possible. Add as many as you can.



Idea Idea

Author Co-Author Publisher Editor Photographer

10. Make a chain which shows the workers at the beginning and at the end of an assembly line, (auto, bicycle, breakfast cereal). Display your chain on the bulletin board.

11. In your group in activity #10, keep track of how you started, and what you did.

    After you have written your chain of action, make a progress report.

12. We need a title for the chain. Here are several key phrases.

    Cooperation gets _____.

    We depend _____.

Don't break _____.

Many hands _____.

Each step _____.

List other titles for the chain. Vote to decide which we will use.

13. Form small groups to work on the following projects:

    room display of art

    plant corner

    organization of cloakroom space

    inventory of supplies

    plan for dismissal procedures

    book corner

    lost and found

14. Draw a picture of yourself showing what you contributed to the project in activity #13. Display the drawings of the groups.

15. List several things that someone depends upon you to do.

16. Can you think of a time when someone depended upon you to do something that you could not do? Describe how you felt. Discuss what you might have done.

17. List the needs that cause you to depend upon others. Compare your list with those of other members of your group.

WINNERS AND LOSERS

The purpose of this unit is to develop within each child the realization that from every win or lose activity a lesson can be learned. Each winner-loser situation has factors which contribute to the outcome. The realization that these factors can be controlled or modified to some degree should help each child to establish his own personal goals.

Behavioral Objectives

To identify factors which are present in any winner-loser situation

To record successes and failures that are important learning experiences

To express a personal reaction toward being a winner-loser

To establish "fair play" as a personal goal

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the pupils.

1. Note to the Teacher: See attached suggested bulletin board display which can be used to introduce this unit. Game description can be posted or duplicated so boys and girls will know how to play each game.

   Card Match (separate teams) (play 4 games)

   Shuffle the cards.

   Put the cards in a pile face down.

   Each person take a card in turn. Repeat turns.

   Each person puts his matched pairs aside.

The person with the largest number of matched pairs after all cards are chosen is the winner.

Penny Toss

Each person tosses a penny 25 times. The one with the greatest number of heads or tails (each calls his own) wins.

Spit in the Ocean (Play 4 games)

Shuffle the cards.

Spread the cards out on the table face down.

Each player picks two cards. He must turn each card over in place for everyone to see. If they are a pair he can keep them. If they are not, they must be turned face down in the same place. The player with the greatest number of paired cards is the winner.

Dart Throw (Play 4 games)

Each player takes a turn at throwing a set of darts. The highest score wins.

Arithmetic Relay

Determine in advance the number of games to be played. Note to the Teacher: This can be a game in any arithmetic skill area which suits the level of the class. Accuracy and speed at the board determines the winning team.

Crossword Puzzle

Divide the 16 players into 4 teams.

Each team will be given the same crossword puzzle.

The team to complete or to find the most correct words is the winner.

A time limit can be set in advance.

2. You have been an observer during the experiments (activity #1). You are on a panel and you explain to the class what you saw or observed. i.e. Who were the losers? Did the same people always win? Or lose? Did losing affect anyone?

Winning? What changes in the players did you notice? Use your checklist to help you. Note to the Teacher: suggested checklist may be duplicated and given to each observer.

3. Your "buzz" group is exploring the idea of what is a winner. Begin by comparing the games in activity #1. How are they the same? How are they different? What factors made a difference in winning? Losing? What is a loser? Are there some things that make a winner? A loser? Does someone always have to lose? Can we avoid losing? Are there factors which help you win or lose, i.e., chance, skill, knowledge, teamwork, attitude? Are there times when winning or losing depends upon someone else? Do you need special skills to win? Note to the Teacher: Attempt to have the children explore those elements already listed which may effect winning or losing.

4. This is a checklist; it is for you to complete:

	YES	NO
I am not afraid to try		
I can live with it when I lose		
I am a good team member		
I lose frequently		
My friends often ask me to play		
I won't play with a poor loser		
When someone doesn't play fair, I quit		

Note to the Teacher: These can be collected and tallied. (No identification is necessary) The boys and girls should get an overview of general class reaction to each statement. They can discuss what is involved in each.

5. Your "buzz" group may choose one or more of the statements in the checklist (activity #4) for group discussion. Choose someone to report to the class the things you have talked about.

6. You are a newspaper reporter who interviews people on the street. You ask them to explain one of these sentences. "Losers are winners." "Winners must lose to win." Return to class and share your answers with the other reporters. Inform the class of your findings.

7. Make a list of activities which require teamwork to be successful.

8. For the next 5 days look in the sport section of your newspaper. Bring articles, pictures, and headlines about your favorite team. Display them on the bulletin board. After 5 days decide who are the winners and who are the losers. Note to the Teacher: Plan with the children how the tally can be made.

9. Share an experience which you or someone you know had where--

   a winner was really a loser

   a loser was a good loser

   a loser was really the winner

   a quitter was the winner

   a loser won many friends

   a winner lost his friends

   Note to the Teacher: Other topics can be suggested by the students.

10. Make up a slogan for the winners and losers in activity #8.

11. List the words you would use to describe how you feel when you are:

A Winner	A Loser
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Fill in the blanks.

12. Two people working together make one kind of a team. Who is the other member of the following teams:

   pitcher _____

   pilot _____

president _____

husband _____

father _____

doctor _____

ticket seller _____

salesgirl _____

teacher _____

story teller _____

Can you add to this list?

13. Bring pictures which show winning or losing situations. What was lost or won? How does the person feel? What can be done?

14. Listen to this short poem.

I won a game yesterday and all my friends were mad at me. I jumped and shouted, I've won! I've won! Without my friends, it was no fun.

Note to the Teacher: Below are some leading questions.

What happened?

What kind of a winner do you think the poem shows?

List what a good winner does and what a poor winner does.

Good Winner	Poor Winner
_____	_____
_____	_____
_____	_____
_____	_____

15. Write your own poem about a winner or loser.

16. In small groups discuss or "buzz" what is meant by fair play.

Is it important? How important? Not important?

Do athletes practice this?

Why do we need referees or umpires?

Is winning the game the most important thing to keep in mind?

How can we help someone who cheats to win?

17. We all like to be winners. List 5 activities you really enjoy. Opposite each, suggest what you could do that might help you become a winner in each of these more often.

Activity	Suggestions to help me win

18. Share a story or newspaper article with the class about a winner or a loser you are really proud to read about. Add it to the winners and losers bulletin board display. Try to include pictures, too.

GAME CHECKLIST

Put an X in the columns which describe each player when he is winning or losing. A new observation record should be kept for each game. The names can be re-entered repeatedly until no space remains.

OBSERVER _____ WHEN WINNING: WHEN LOSING:

GAME _____

Name of Players	Smiles	Brags	Bossy	Helpful	Feels Superior	Feels Lucky	Jokes	Pouts	Shouts	Accuses	Ques-tions	Quits	Feels Unlucky	Feels Inferior	Feels Unhappy

123

115

VOLUNTEERS NEEDED

Scientific Experiment

Sign up below

First Day Games	PLAYERS (4)	OBSERVERS (2)	SCORE KEEPERS (2)
Card Match			
Penny Toss			
Spit-in-The			
Dart Throw			
Tic-Tac-Toe			

Second Day Games	Team I (10)	Team II (10)	OBSERVERS (2)	SCORE KEEPERS (2)
Arithmetic Relay				
Word Hunt (Crossword Puzzle)	Team I (4)	Team II (4)		
	Team III(4)	Tean IV (4)		

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MONEY AND HOW IT'S SPENT

The purpose of this unit is to recognize the value of money - its uses and its limitation. Money measures the price of goods and services; it is important because of what it can do. It is meant to be used, but careful planning precedes using it well. Saving money is worthwhile if a goal has been set for its eventual use.

Behavioral Objectives

To identify the basic functions of money

To evaluate choices in spending money

To realize that money is a medium of exchange

To attach appropriate values to money

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Plan a Barter Day. To barter is to trade without money. I give you something. You give me something in return. Bring one item to school to trade. You may trade as long as you desire one item in preferance to another. At the end of the day decide whether what you have in your hand is more or less valuable than your original item. List on the board the advantages/disadvantages of barter.

2. Plan a Barter Auction. Bring magazine pictures of items to be auctioned. Mount each picture on construction paper. Each student should have his items on the desk in front of him. The Auctioneer will start the barter with one picture item from his collection which he wants to exchange for something else. Both the seller (Auctioneer) and buyer must agree on the exchange. Each seller becomes an Auctioneer in turn. Note to the Teacher: Several students can combine items in order to jointly buy a more expensive one.

Discuss problems involved. What would be a more efficient method of exchange? Would it have made any difference if you had used beads or chips to buy the auctioned items?

Explain.

3. List the advantages of using money as a medium of exchange. Note to the Teacher: Suggested advantages might include - portable, durable, specific value, not perishable.

4. Make a poster to illustrate the different forms money can take. For example: coins, currency, checks, money orders, travelers checks, credit cards.

5. Keep a log for one week. List each day all the things you buy and the cost of each item. At the end of the week summarize your findings.

   I spent _____this week.

   I had _____left.

   I spent my money on: _____

   _____

   _____

   _____

6. Check your list from Activity #5. If you had only half the money to spend this week as you had last week what would you be able to do without? If you had no money to spend this week could you get along without all of your purchases? Could you justify borrowing money for items you felt you had to have?

7. Write a paragraph analyzing how you spend your money. Did you find you--

   buy only what you need?

   had too many unnecessary purchases?

   are an impulse buyer?

   save more than you spend?

   have to borrow money to meet your needs?

   are not extravagant but careless?

   need to be more budget minded?

8. Plan a Monopoly Marathon. Each team will have a turn at the game. The winner from each team will then play each other. This process should continue until you have a final champion. Note to the Teacher: Ask for volunteers to act as observers. Have them report on the strategy used by each of the winners. Allow the children to compare the similarities - differences in approach. Let them analyze those qualities which made the difference or ask is it all luck?

9. It's your birthday! You receive $10.00. You plan to--

   buy _____.

   spend _____.

   save _____.

   wait until _____.

   give _____.

10. Make mobiles from coat hangers. On one "arm" place articles of equal value. On the other "arm" attach the money necessary for purchasing them. You could also put "income" on one "arm" and "outgo" on the other.

11. Invite someone from the local bank to talk to the class. Ask him to tell about starting a saving account. Note to the Teacher: Concept of the importance of saving for future needs and goals could be explored as part of this activity.

12. Make a "What Money Can and Can't Do" list. Here's a start:

Money Can	Money Can't
buy food	teach me Spanish
pay rent	buy good health
buy a car	make me taller

13. A budget is a plan for spending money wisely. Plan a budget for yourself. Use this form.

Budget for the Week

of _____

Amount of spending money _____

Source: /__/ allowance /__/ gift /__/ earned

Needs _____ Cost _____ Balance

_____

_____

_____

_____

14. Tell what you would do if you had $100.00 to spend.

15. Write several statements about the topic, "What is the Value of Money?". Compare your statements with others. Do all of you agree upon what money means to you?

16. Finish these sentences:

A spendthrift is _____.

A miser is _____.

A playboy is _____.

A "pinchpenny" is _____.

A squanderer is _____.

17. Here are some old sayings. Tell what you think they mean.

Save your pennies; the dollars will take care of themselves.

A penny saved is a penny earned.

A fool and his money are soon parted.

Save for a rainy day.

Who steals my purse steals trash.

Write a new saying about money.

18. Here's a riddle:

If you wanted to buy Manhattan Island in New York City you would have to be a Trillionaire. Yet many years ago it was sold for a few beads and other trinkets. How did this happen?

19. Your committee is going to plan a luncheon for the room. Decide on the menu. Make a list of what has to be purchased with the sum of $15.00.

Luncheon

Menu _____

_____

_____

To buy _____

_____

_____

20. Bring newspaper ads from different supermarkets to class. Compare the prices of those items you need to buy. Can you--

keep within your $15.00 budget?

buy everything in one place?

keep the same menu, or do you have to make some changes?

plan a luncheon at all with this budget?

DOING MY SHARE AT HOME

The purpose of this unit is to enable each child to discover the contribution he makes to the family group. He becomes aware of the unique contributions of each family member. He sees that each job is important and that what he does for his family will change with his ability to handle more and more responsibility.

Behavioral Objectives

To identify ways in which the family works together

To identify ways in which each boy and girl can do his share at home

To relate and report the classroom group as a school family

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Write about your family. Include what--

   a family means

   your family does as a group

2. Place an X in the column marked "Yes" or "No".

HOW DO I FEEL --	YES	NO
1. I do the jobs assigned to me.	___	___
2. I do more than I think is my share.	___	___
3. My jobs are too hard.	___	___
4. I feel that some members of the family don't do their share.	___	___

		YES	NO
5.	I work better alone.	___	___
6.	I have to be reminded of my responsibilities.	___	___
7.	I dislike very much the jobs assigned to me.	___	___
8.	I would like to ask for different jobs.	___	___
9.	Running errands is a big part of my share of work.	___	___
10.	There are rewards for doing my share.	___	___

Check yourself:

If you answered "Yes" to questions 2-3-4-6-7 and 8, and "No" to questions 1 and 10, can you tell why you feel as you do?

Tally the class results of activity #2.

How many of the boys and girls in your room feel the same way you do?

3. Meet in a "buzz" group with others who answered "Yes" to many of the questions and "No" to 1 and 10. List the feelings of the boys and girls in your group. Explore together what can be done to change things. Tally each item and record the reactions of the group. Choose a reporter to share your group's list with the rest of the class.

   Meet in a "buzz" group with those who answered "No" to questions 2-3-4-5-6-7 and 8, and "Yes" to questions 1 and 10. Proceed as above.

   List the feelings you have about what must be done in your home. List why you think sharing jobs is important. Choose someone to report these feelings to the class.

4. Make a bulletin board display of the jobs done at home by the boys and girls in your room.

5. Draw or cut out pictures of you at work at home for the bulletin board display (activity #4).

6. For one week keep track of the work that you and other people in your home do. Put your name in the column marked "Me" and in the other columns the names of family members. Similarities of jobs and assignment of these jobs to family members may be discussed.

DAY	NAME & AGE	NAME & AGE	NAME & AGE	ME
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Your Name _____

7. Brainstorm the different jobs the boys and girls in your room actually do at home. List these on the board.

8. Ask for 10 volunteers. Divide the boys and girls into two groups. Ask each group to role play a family. Afterward discuss each skit.

9. Shortcuts exchange. Plan a day when the boys and girls will share some of their shortcut tricks which help them to get a job done quicker and better. These can be shared with one another. Note to the Teacher: This can include games to play for amusing baby brother or sister.

10. Construct a work chart for the room. Work assignments are to be marked on the chart each week.

11. Make a list of all the jobs which have to be done in your house every week. Pretend you are the head of the family.

    How would you decide to divide the work among your family members?

    Would you do everything yourself just to avoid arguments?

    Do you feel age should make a difference in the job to be done?

    What else would you take into consideration? Are there some jobs a boy or girl your age could do best?

    Did you find each member could help in a special way?

    Share your decisions with the rest of the class.

    What happens if someone doesn't do his job?

    How should this be handled?

    What if someone wants to do only certain jobs?

12. Imagine that the names of all the family jobs have been tossed into a box. Each family member has to take turns and choose a job from the box until all the jobs are taken. Note to the Teacher: The lists developed in activity #11 can be used for this activity. Each job name can be placed on a separate card.

    Role play the job you have picked.

Discuss each role playing situation. Questions to help guide the discussion might include:

Was the job one a boy or girl should or could do?

Are some boys and girls able to handle more responsible jobs earlier?

Does your position in the family (oldest, youngest) make any difference?

Are there some jobs which have to be handled by an adult?

Is this the best way to decide family jobs?

Is there a better way?

If you didn't do your job would this be harder for someone else?

Could each member alone take care of himself?

13. John sometimes argues with his brother and sister about "my job," "her job," "his job." They decide to call a family conference to discuss complaints. They hope that talking out the problems together will help solve them. Your committee is to pretend to be this family. Decide how you will present this situation before the class.

14. Write a story or a poem about what would happen in your room if no one helped the teacher with the room chores. You can use your imagination and be a plant that is no longer cared for, a chalkboard nobody washes, a pencil sharpener that is full, et cetera.

15. Refer to the room work chart (activity #10). Make a list of the names of the boys and girls on the chart. Do some names appear more than once. Does everyone in the group have an opportunity to contribute?

    Divide into "buzz" groups to plan a way to share the work load among all members of the group.

16. Cut out pictures to show what jobs you will be able to handle in the future.

17. The words "responsibility" and "privilege" are often heard when we talk about sharing work at home or at school. Discuss these words in your "buzz" group.

What do these words mean?

Is there a difference?

Do you ever feel some work is a privilege?

Is there a balance between responsibilities and privileges?

Share your thoughts with the rest of the class.

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LEARNING ABOUT OPPORTUNITIES

JOB FAMILY CLASSIFICATION

The purpose of this unit is to develop the concept of job families. Jobs form family groups because they are in the same industry, demand similar skills, involve similar activities, or satisfy similar interests. The grouping of jobs into families is just as practical and useful as the grouping of people into families with kinship ties. Job families are ever changing and overlapping as the needs of the individual and the society change.

Behavioral Objectives

To categorize jobs according to their commonalities

To identify jobs that belong to more than one family

To analyze the relationship of personal skills, talents, and personality traits to occupations

To classify individual interests, abilities, and skills which are applicable to more than one job

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Think about the newspaper which is delivered to your door or to the newsstand and list the workers who are responsible for it from its beginning until delivery. Note to the Teacher: Other things could be used in place of the newspaper, perhaps a letter delivered or bread for breakfast and sandwiches.

2. Bring pictures of workers from the newspaper. Mount the picture(s) and tell what the worker does. Decide whether there is some way to group these workers.

3. Think about your favorite television program. List the jobs such as actor, director, advertiser, writer, camera man, and so on.

4. Look at everything in the room and then think about the workers who are responsible for producing these items. Name as many jobs (occupations) as possible which are represented in the production of these objects.

5. Note to the Teacher: Provide display area for the development of charts for each of these job families.

   Chart 1 - Jobs in Same Industry
   Chart 2 - Jobs Requiring Similar Skills
   Chart 3 - Jobs for Those Who Work With Ideas
   Chart 4 - Jobs for Those Who Work With People
   Chart 5 - Jobs for Those Who Work With Things
   Chart 6 - Jobs Relating to Similar Interests

   Choose five or six workers each week for job family classification. This may be done in buzz groups, having each group take one of the five workers for classification. The reporter from each group reports to the class giving reasons for the classification(s) chosen. The job names or pictures may then be placed on the appropriate charts. Job lists may include selections from the random list of titles below:

actor
architect
artist
baker
bank clerk
barber
baseball player
cartoonist
chemist
clergyman
composer
cook
court reporter
dancer
detective
doctor
draftsman
dressmaker
electrical engineer
electrician
file clerk
florist
gunsmith
illustrator
jeweler
journalist
judge
laboratory technician
lawyer
librarian
lifeguard
meat cutter
miner
nurse
pharmacist
photographer
piano tuner
pilot
plasterer
playground supervisor
proofreader
publisher
radio announcer
receptionist
sales clerk
school engineer
secretary
taxi driver
telegraph operator
travel guide
upholsterer
veterinarian
weather forecaster

6. Bring in a picture of a worker. Role play the job shown. What is the worker doing?

7. Make a scrapbook of pictures of workers grouped according to job families. Note to the Teacher: This may be a room project or an individual project.

8. Make an index card file stating job title and describing job role. File by job families.

9. List jobs done at home and at school. Identify the job family(ies) and give reasons for decisions.

10. Read stories about famous people whose work relates to the job family groups.

11. Invite resource speakers in the same job family to speak to the group.

12. Interview a neighbor, a friend or a member of the family who works. Prepare a few appropriate questions for the interview. The results of the interview may be written. A drawing of the worker performing his job makes a colorful display for the bulletin board.

13. Ask a friend in your room to help you interview a worker you know. Through an interview you will find out from the worker what he does.

    The questions below may be used when you interview the worker. On the next page, write the worker's answers below the questions. On the same page, draw and color a picture of the worker at this job.

    Questions for Your Interview

    1. What is your job title?
    2. How did you get this job?
    3. How long have you had this job?
    4. What do you do?
    5. What hours do you work?
    6. Do you get a vacation?

14.

My Interview with _____

1. What is your job title?

_____

2. How did you get this job?

_____

_____

3. How long have you had this job?

_____

4. What do you do?

_____

_____

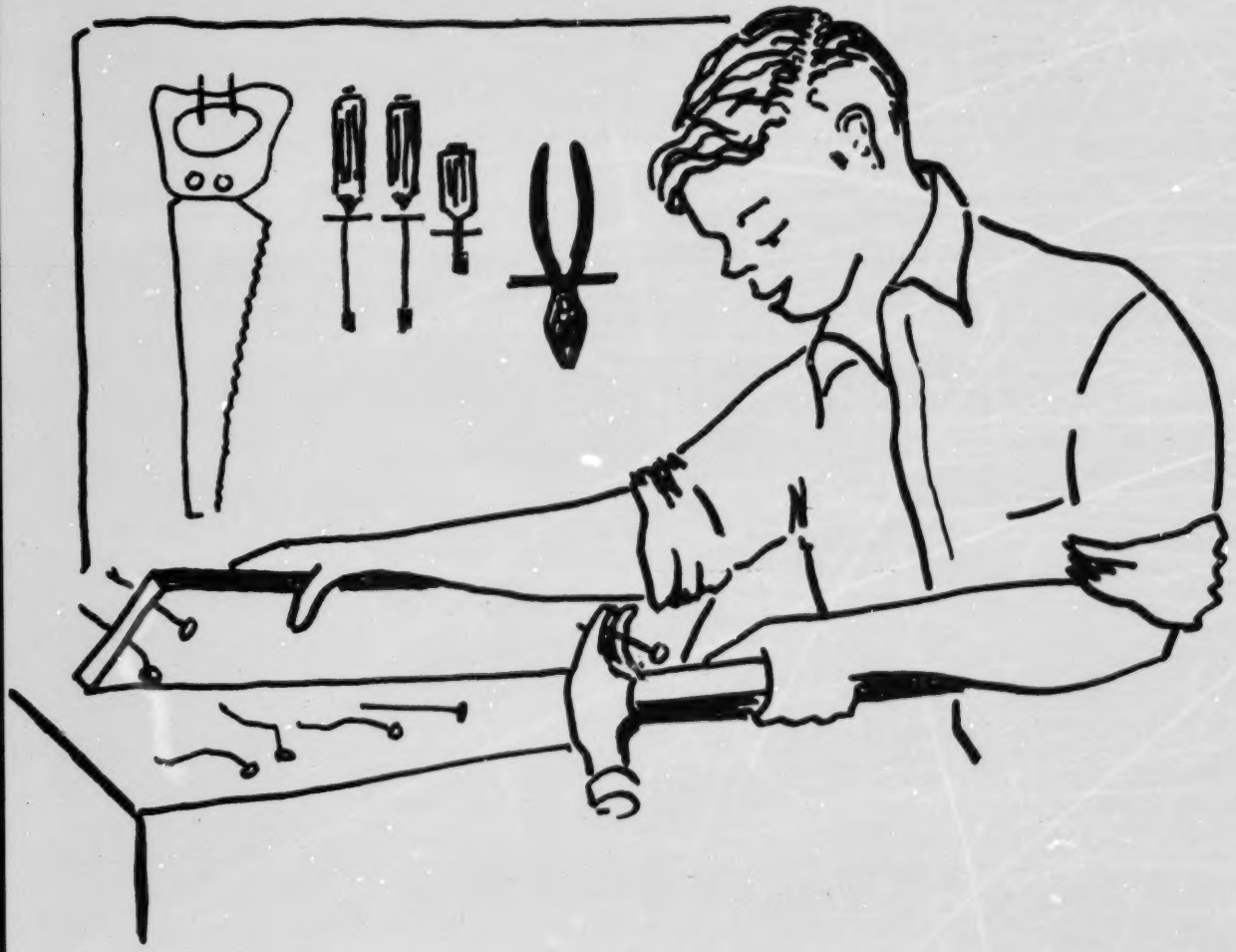
5. What hours do you work? _____

6. Do you get a vacation? _____

This is a picture of the worker I interviewed. It shows what the worker does.

15. Mr. Fix-It. Complete the sentences below.

Mr. Fix-It



The water pipe bursts. Call a _____.
The house needs a new electrical outlet. Call a _____.
The heel comes off your shoe. Take it to the _____.
Your eyeglasses break. Take them to a _____.
You fall and break an arm. Your mother takes you to a _____.

You can see that sometimes Mr. Fix-It comes to you and sometimes you must go to Mr. Fix-It.

16. Workers and Their Likes

When workers enjoy certain things about their jobs they do their jobs well. Write the name of a worker on the chart below to match one thing that he likes or enjoys. The first and last one have been done for you.

What They Like	The Worker
Likes pets, other animals	zoo keeper
Enjoys arithmetic	
Likes getting up early	
Enjoys water sports	
Likes to make decisions by himself	
Likes to make people laugh	
Likes to read	
Enjoys caring for small children	
Enjoys baseball and being outdoors	
Likes to write stories and poems	
Likes to draw and paint	
Likes to travel	
Likes taking care of sick people	
Enjoys walking great distances	
Enjoys sewing and needle work	
Likes physical exercise	
Enjoys talking to an audience	
Enjoys working with people and sharing ideas	
Likes working with his hands	
Likes working alone	writer

17.

Your Job Family Chart

As you continue to explore the world of work and workers you will observe many workers in Chicago. When a picture of a worker is discussed place the worker's job title on your Job Family Chart below:

Name: _____

My Job Family Chart

Sample:

People who work with things	People who work with people	People who work with ideas
Taxi driver	Taxi driver	

18.

Job Families

1. Some people work with people.

2. Some people work with things.

3. Some people work with ideas

Some people work with 1 and 2, 1 and 3, 2 and 3 and some people work with 1, 2, and 3.

Listed are 10 occupations. Place a check in the column under the Job Family which fits the job.

Job Families

People who work with--	things	people	ideas
Window washer			
Telephone lineman			
Artist			
Carpenter			
Bus driver			
Pilot			
Receptionist			
Check-out cashier			
TV repairman			
Auto mechanic			

19.

You Can Tell a ...

1. You can tell a sailor by his _____.
2. You can tell a stewardess by her _____.
3. You can tell a doctor by his _____.
4. You can tell a repairman by his _____.
5. You can tell me by my _____

_____.

My picture tells you who I am.

20.

Draw a line from each job to its description

Job	Job description
School Engineer	Studies atmosphere to tell of daily and future changes in the weather.
Plasterer	Records questions and answers decisions in court; makes copies of them.
Weather forecaster	Speaks at least two languages fluently.
Court reporter	Operates and keeps in good working order, engines, generators, and motors, which produce heat, light, and power for buildings.
Interpreter	Puts plaster on walls and ceilings to make a smooth surface.
Chemist	Draws cartoons for newspapers and magazines to tell of news topics in a humorous manner.
Cartoonist	Drills and blasts holes in earth and rocks to build underground shafts and tunnels and to dig out ore.
Jeweler	Keeps library collection of books, magazines, pictures, etc. in good condition and helps groups and individuals to find materials.
Miner	Does chemical tests and experiments; analyzes chemicals in a laboratory.
Librarian	Makes and mends jewelry articles such as rings, pins, pendants, and bracelets.

20. (con't)

Job	Job description
Draftsman	Plays a role in a film or drama to interpret or present a character to an audience.
Actor	Protects property of a business or home by detecting thievery, dishonesty, or shop-lifting; carries on investigations.
Florist	Prepares clear, complete,and accurate working plans and detailed drawings from rough sketches or notes from engineers or architects.
Detective	Draws and paints illustrations for advertisements, books, magazines, billboards, and catalogues.
Illustrator	Designs, makes, and sells floral pieces and decorations.
Photographer	Oversees activities in swimming areas to prevent accidents; rescues swimmers in trouble; gives first aid.
Life guard	Takes pictures of persons, merchandise, exteriors and interiors, and fashions; makes negatives from which prints can be developed.
Bank clerk	Plans, installs, and repairs wiring, electrical fixtures, and appliances.
Judge	Receives and pays out money, keeps record of money, stocks, and bonds used in various bank transactions.
Electrician	Judges, advises, and gives justice in a court of law.

DEVELOPMENTAL VOCABULARY

abbreviation
assembly line
assistant
career
college
column
department
experience
factory
families
family
female
fringe benefit
group
high school
hourly
ideas
individual
interview
job
listener
male
manufacture
monthly
occupation
opportunity
overtime
professional
relation
relative
requirement
retailer
salary
semi-skilled
skilled
speaker
technical
trade
trainee
want ads
weekly
wholesaler
yearly

WORKERS IN ILLINOIS

The purpose of this unit is to develop an awareness of the different kinds of job opportunities available throughout the state. From this job identification should follow the realization that these jobs can be classified into family groups. An appreciation of the relationship between jobs, workers, location, and community size will emerge and provide an awareness not only of the interdependence of workers, but also of the the contribution each makes to the total economy.

Behavioral Objectives

To extend skill in classifying jobs into family groups

To describe worker interaction in completing a job or a product

To contrast the kinds of job opportunities available in the city with those available in rural communities

To identify the contribution each job makes toward the total job market

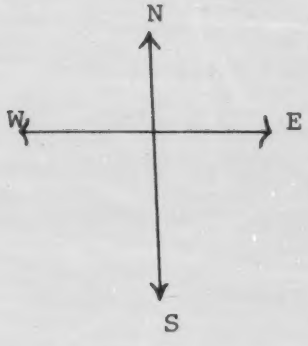
Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Your family is planning to move to Illinois where your father will be looking for a job. Your friends are holding a brainstorming session (everyone is telling you something different) about Illinois. They are giving you reasons why Illinois is a good place to live and work. Note to the Teacher: Guide the discussion toward the importance of locations, natural resources, rivers, and lakes, and important cities so boys and girls will

become aware of geographic features which are responsible for better job opportunities.

2. Divide your group into paratroop teams. Give your paratroopers a map of Illinois which has the 4 target areas identified. Each team is to choose one area. All the teams will be flown from Decatur and dropped.



ILLINOIS

TARGET AREAS

AREA I

Rockford

Rock Island

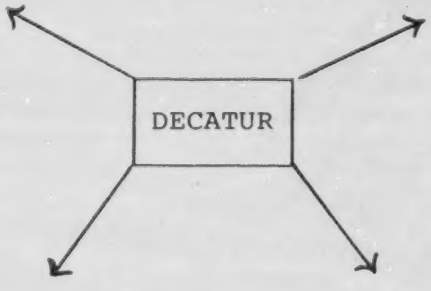
Peoria

AREA II

Chicago

Kankakee

Champaign



AREA III

Springfield

East St. Louis

Cairo

AREA IV

Mattoon

Lawrencetown

Shawneetown

MISSION: Find as many different kinds of jobs you can in the cities in your area. Make a list of these jobs. (See attached map)

Compare your list with the other paratroop teams. Are they very much the same? Are there some differences? Did location or size of the city make any difference? If you were to move to Illinois which of these cities would you choose? Why?

3. Each team may classify or put the jobs found in activity #2 under these job families.

Agriculture	Communication	Transportation	Construction	Mining

Finance Insurance Real Estate	Government	Manufacturing	Education	Others

Share your job families with the other teams. Add to your chart.

4. Develop a room chart or charts from the information gathered in activity #3.

5. Refer to the job family charts and make a list of workers under each of the following headings.

People Who Work with Things	People Who Work with People	People Who Work with Ideas

6. Collect and mount in the JOB FAMILIES scrapbook pictures of workers. Write a caption for each worker you add to the book.

Example: This is a billing clerk.
He makes out bills.
He uses a billing machine.
He must be accurate.
He is a worker who works with things.

7. Guess Who? Pantomime, or act out, the worker whose picture you added to the scrapbook.

8. Make a large map of Illinois for the room. Identify the important manufacturing cities. Label each city with the item or items produced.

   Example: Moline FARM MACHINERY

9. Add to the map project in activity #8 by listing under a manufactured product the workers who would be involved.

   Example: Moline FARM MACHINERY

   . designer
   . tool and die maker
   . assembly line worker

10. Review with your group the "Help Wanted" ads in the newspaper. How many different occupations are open to workers in an urban center or city? The following questions may be considered by your group:

    What will workers do?
    Will they work with people, things, or ideas?
    Will they work indoors or outdoors?
    What skills or education will be needed?

11. Write an imaginery story about a product. For example: a breakfast food, a piece of furniture, or a toy. Include the different workers needed to make the finished product.

12. Make a flow chart. Begin with a picture of a food item. You can cut out the pictures or draw them yourself. Show the number of different people you depend on to bring the food item to your table.

13. Pretend you are a pioneer girl or boy and like Rip Van Winkle you have just awakened from a long sleep (20 years). Write a story to describe the differences you would find in chores, jobs, and ways of getting food.

14. Interview a person who works for the state unemployment compensation office. Find out what the state does to help find work for unemployed workers. Note to the Teacher: Such an individual could be invited as a resource person to speak to the class. Interview questions are suggested in unit, "Job Family Classification."

15. Divide into "buzz" groups. Topic: What types of work (do not include manufacturing) are done in an urban center which must be done because of the large number of people

who live in a city. Which types of work are not needed in a small town.

16. Your are in a contest. You are to list in 10 minutes seasonal employment opportunities. This means jobs which are needed only during certain times of the year. How many can you think of?

Winter	Spring	Summer	Fall

17. The class wants to go on some trips so they can see people first hand at work. Your group is to prepare a suggested list. Perhaps you can start with these--

    construction sight
    library
    supermarket
    factory
    Brookfield Zoo
    Navy Pier

18. Plan a trip with the boys and girls in your room. Use the list from activity #17.

19. Have a JOB DAY program. Invite people in the community to come to school to talk about their jobs.

20. Brainstorm some questions which the boys and girls would like to have answered by the guests in activity #19. (In brainstorming, all suggestions are accepted and recorded.) Select ten of the questions to be asked of the guest.

21. Play the game: Assocations

    The class can be divided into two teams. The members of one team name a product. The members of the other team must give the names of as many workers as they can who are needed to produce the product. One point will be given for each.

22. Go the the library. Find books about people and their work. Make a card for each one that you read. You will find biographies under #921 on the library shelf.

VOCABULARY

accurate

interview

job

occupation

pantomime

product

sequence

skills

urban

USING WANT ADS FOR OCCUPATIONAL INFORMATION

The purpose of this unit is to develop an awareness of the newspaper as a source of job information. A review of the format, language, punctuation, and abbreviations used will develop an ability to read an ad intelligently. The ability to do this will lead to a realization that job requirements differ, and that job openings represent a wide range of opportunities within each family classification.

Behavioral Objectives

To locate, read, and write want ads

To list the reasons for brevity and punctuation

To identify or list requirements for various jobs

To categorize the wide range of job opportunities

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Cut out a want ad from the newspaper. Compare your ad with the ads of other members of your group. List together the ways in which they are the same; the ways they are different. Share your lists with the class. Explain the ways in which ads are alike or different.

2. Complete these sentences:

   A good ad should give _____

   A good ad should include _____

A good ad should be _____

A good ad is _____

A good ad should contain _____

3. Bring a want ad page to school. Decide which jobs should be listed under these three job family headings.

JOBS FOR People who work with things	JOBS FOR People who work with people	JOBS FOR People who work with ideas

4. Collect a sampling of job want ads. Classify them according to jobs in the same industry.

Example:

Office workers
typist
file clerk

5. On the room bulletin board, place want ads you have collected. Put a string from the ad to the picture of the worker.

6. You are a member of a small group which is to decide what information should be included in an ad. Select one of the following categories and write an ad--

a professional job
a semi-skilled job
a skilled job
an unskilled job

Summarize your results for the whole class. Use the board or make a transparency to present your ad.

7. Choose a leader to plan a mix and match game. Each member of the group is given a want ad. Tell each pupil to write an application for the job advertised in the ad. Collect the answers to the ads. Let each pupil choose one of these answers. No one should get his own. In turn each pupil reads his want ad. The person with the matching answer responds.

8. Count the number of ads in the want ads for the following occupations:

engineering personnel
accounting personnel

advertising personnel
clerical personnel
secretary-typist personnel
mechanic personnel
sales personnel

9. Write an application for a job that interests you.

10. Write a want ad for a room or school service job. Abbreviate words wherever possible.

11. Pretend you are a want ad taker and take down the ads over the play telephone.

12. Develop a list of abbreviations used in want ads. Explain what they mean.

    Example: Yr. - Year

13. Note the punctuation used in your sample collection of ads. How many different ones can you find? Do you know the reason for each? Where would you look for your answer? Share your reasons with the class.

14. Keep a list of want ad words or phrases which you notice are used very often.

15. Play: "What's Missing?"

    Write a want ad. Leave out one important fact. Read your ad to the class. Who can give the missing fact?

16. Play: "What's My Job?"

    Read your qualifications. Include your experience and education. Who can guess your job? This can be reversed The job is given and you must supply two or three important qualifications.

17. Help your group find a want ad which the group feels is a good lead for one of the jobs listed on the room reference list. Share your reasons for your choice with the other groups. Note to the Teacher: The unit on Job Classifications has a sample list of jobs.

18. Play: Abbreviation Game.

    This game can be played with two people or two teams. One player gives the abbreviation and the other must say what it means.

    Example: Yr. - Year

19. Develop a crossword puzzle. Collect some want ads from the newspaper or magazines. Use these as your clues to your crossword puzzle word.

Decide which clues will be for words that go across or down your puzzle. Paste your ad clue in the proper column. Give it a number.

Across

1. Director for convalescent center. (RN)

Down

3. Person who puts on roofs

	1	2	3	4	5
1	N	U	R	S	E
2			O		
3			O		
4			F		
5			E		
6			R		

20. Develop a word abbreviation crossword puzzle. You can either give the abbreviation or the word as your clue.

Example: Across -

1. year

Y	R		

or

1. yr.

Y	E	A	R

21. Compare the want ad section of different newspapers.

These are some questions to get you started.

- .Where is the Want Ad section located?
- .How is the job information presented?
- .Are there special classifications? Are these classifications the same for all newspapers? Are they different? How?
- .List the different job families represented.
- .Is the format helpful to the reader? How would you improve upon it?
- .What did you notice that was different? The same?
- .Do you feel the format of an ad is important? Explain.
- .Which paper would you prefer to use if you were looking for a job? Why?

HOW DO I GET AHEAD?

The purpose of this unit is to recognize the purpose of learning and to establish a sense of direction. When there is a real purpose for learning, a pupil is able to see its relation to direction and goal. To be able to make use of one's learning is to be able to relate school activities to the world beyond the classroom.

Behavioral Objectives

To identify some uses for learning

To classify learning skills according to uses

To identify skills needed in achieving chosen goals

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. In almost every room in the school there is a clock.

   Who uses the clock?
   How do you use the clock?
   Where did you learn to tell time?
   How did you learn?
   Do you have to know how a clock works?
   What kinds of things might happen if you had not learned to tell time?
   List some of the things you do by the clock.
   When you tell time, you are using a skill that you have learned.

2. In your group, make a list of uses for learning skills. Report to the total group. Recorders write them on the board.

3. Choose one member of your group to be a panel member. The panel will discuss "What is learned is used." Group members contribute to the presentation to be made by the panel member. Prepare for the next meeting of the panel.

4. Conduct the panel discussion described in activity #3. Who will be the chairman? Questions from the group may be directed to the panel following the discussion.

5. Bring pictures which show something you would like to do or somewhere you would like to go. Plan a bulletin board display of the pictures titled, "How Do I Get There?"

6. Mount your picture. Indicate what you have learned in school and out of school which can help you reach your goal.

7. What does this expression mean, "Learn to read. Read to learn?"

8. List some things you would like to do. Divide into groups. Each group will select a learning area from the following list:

   language arts (reading, writing, spelling, speaking, listening)
   mathematics
   social studies
   science
   arts (music and art)
   physical education

   Divide a sheet of paper into two columns; goal, skill. Choose the activities from your list which relate to the learning area selected by your group. Here is an example:

   Learning area: language arts

Goal	Skill
driving a car	reading signs, road maps

9. List goals in activity #8 as work or play. Tally the results of the sheets. What activities require use of more than one learning area?

10. Each group choose a member to work on a committee to make a large chart from the results of activity #9.

11. Here is a list of activities. In 10 minutes indicate what learning is used. The first one is done for you.

sewing
  arithmetic - measure
  art - color and design choice
  reading - pattern instructions
making a model racer
loading a wagon
typing
making a kite
laying out a baseball diamond
planting corn
shopping for groceries
enjoying a comic book
mailing a package to Mexico
going to the moon
mending a bicycle tire
boiling an egg
drawing a picture

VOCABULARY

goal

panel

skill

committee

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This compilation is not intended to be a comprehensive list of all available materials. Rather it is offered as a guide to the teacher who may whish to compile other references. Examples of additional contemporary resources include publications such as those of the U.S. Government Printing Office, The Vocational Guidance Quarterly, or the Instructor.

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My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
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Schools of the Past
Planning and Building a School
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MAKING AND CARRYING OUT PLANS

WHY HOBBIES ?

The purpose of this unit is to acquaint children with the variety of hobbies available to them. This awareness will lead to an extension of interests; an appreciation of the information needed and skills required to pursue each hobby; a realization of the career implications inherent in hobbies; and an understanding of the personal needs which a hobby satisfies.

Behavioral Objectives

To categorize hobbies

To develop new interests through shared hobbies

To identify hobbies which can lead to a future career

To identify knowledge and skills involved in specific hobbies

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. List all of the active hobbies you can name. An active hobby is one that requires you to take an active part.
2. List all of the passive hobbies you enjoy. A passive hobby is one where you look on or watch someone else do something.
3. Form a committee to compile the active and passive hobby lists to be posted in your room.

Example Chart: Active Hobbies Passive Hobbies

4. Collect pictures of people engaged in active or passive hobbies. Use the pictures to begin a room reference book on hobbies.

5. Fill in this chart. List the active hobbies in which you take part often, sometimes, or not at all. (See example below)

Example:

OFTEN	SOMETIMES	NOT AT ALL
play baseball	raise pets	collect stamps

6. Plan with a committee a bulletin board display of the different hobbies of the boys and girls in your room.

7. Bring and explain your hobby to the group. Demonstrate your talk, if possible.

8. Organize a display of the hobbies of the boys and girls in your room.

9. Plan a Hobby Show with your committee.

10. Invite other rooms and parents to your Hobby Show.

11. Pretend you are a hobby salesman. Sell your hobby to the class. Include the skills and information needed to engage in your hobby.

12. You are a member of a committee. Choose one hobby which your group can do together. Develop it into a class project. Example: Puppet making. You could--

    make the puppets
    dress the puppets
    write an original play
    dramatize the play
    work on the stage crew.

13. Write out the directions on how to engage in your favorite hobby. Example: "How to Knit." This can be duplicated and given to each pupil.

14. Publish a Hobby Edition of your newspaper.

15. Did you know most hobbies fall into four large groups? How many hobbies can you add to each group in this chart?

MAKING	LEARNING	DOING	COLLECTING
carving	science	singing	coins

16. Make a poster to advertise the hobby show exhibit.

17. Write invitations to guests to come and see your room's exhibit.

18. Write some slogans to publicize the hobby show or exhibit.

19. Interview people about their hobbies. Report to the class any unusual interests people have which are new to the class.

20. Read about famous people whose hobbies became their lifetime work.

    Example: George W. Carver - enjoyed growing things and became an agricultural scientist.

    Thomas A. Edison - enjoyed "exploring" hobbies and became an inventor.

21. You are a member of a"buzz"group. Choose one of these topics to discuss or "buzz." Report back to the class.

    How can a hobby make you more interesting?
    What is a hobby?
    Why have a hobby?
    What's there about a hobby that you like?
    How should you choose a hobby?
    Do hobbies mean the same things to everyone?
    Is there a difference between a hobby and a job?
    When is a hobby not a hobby?
    How do you find time for a hobby?

22. Review the list of hobbies developed by your class. This list may be posted somewhere in the room. Can you match each hobby with an occupation?

Example:	HOBBY (What I Like To Do)	OCCUPATION (Later Use)

GROUP DECISIONS

The purpose of this unit is to involve the pupils in the group process. This will include indentification of the steps which lead toward a solution of a problem as well as the development of personal insights into the role each individual plays within the group. From this melding of information and personalities an interaction will take place, and individuals will begin to identify as a group with a common goal.

Behavioral Objectives

To participate in decision making in order to become aware of what is involved in the decision process

To identify roles in the group process

To acquire a sensitivity toward the feelings of other group members

To establish personal goals for more effective group participation

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. A choice is a decision. On the list you will underline your choice. These will be your own decisions.

   green or blue
   TV or radio
   swimming or dancing
   comic books or puzzles
   bells or buzzers

ice cream or candy
cat or dog
fall days or spring days
singing or drawing
4th of July or Halloween

Review your choices. Was every one of them hard to make? Which ones? Why? When you make a decision what thoughts go through your mind?

2. Collect the individual decisions of activity #1. Tally the group decision for each item on the chalkboard. How did the group decision differ from the individual ones? Were you part of the majority?

3. Your group of volunteers has been chosen to solve the problem while the class acts as observers and recorders. The observers keep track of who took part in the discussion. The recorders keep track of the main ideas talked about and the decision reached. Note to the Teacher: After the volunteers have been chosen, divide the remaining members of the class into two groups, one group to act as observers and the other as reporters. Give each group the forms (see attached checklist) to use. The boys and girls select a problem which faces them and needs to be solved.

4. You were an observer/recorder. What did you observe/record in activity #3?

   Did a group leader develop?
   Did the leadership change?
   What roles did the other members have?
   How did the group reach a decision?
   Can you list the steps they took?
   Do you feel they made a good decision?
   Is a group decision more acceptable by all members than an individual one?

5. Make a list of the decisions you make for yourself.

   At Home At School

Break into small "buzz" or discussion groups. Compare your lists.

   Are there many of the same items?
   Are there any unusual ones?
   Are there some decisions you feel should not be made by a pupil?

Has anyone made a decision he/she
was unhappy about later?
How can someone make a poor decision?
What steps does one take to reach a
decision?

Select someone to report your group's findings to the rest of the class.

6. One of the pupils in your room has been ill and will be out of school for some time. The boys and girls want to do something for him. You have been chosen to observe the committee which is made up of five volunteers. Someone else is to act as the recorder. The committee will meet for 30 minutes to decide what to do for your absent classmate.

7. As observer and recorder for activity #5, report your observation of the group process to the class.

   Lead the discussion. Identify the part each played in the committee. Did a change of leader make any difference? What problems made it hard to arrive at a solution? Was the decision really made by the group or by one or two people?

   Note to the Teacher: Choose actual classroom problems or projects as a basis for additional group process observation. Rotate observer and recorder roles so many have the opportunity to participate in this capacity.

8. The sentences on your sheet are a self-check tally. An X in the "Yes" or "No" column is all that is necessary.

	Yes	No
Group work sometimes makes me uneasy.		
I usually agree with most decisions made by the group.		
My contributions are used.		
I usually disagree with most decisions.		
I would like to be a group chairman.		
I vote with my friends.		

	Yes	No
Group members take too long to agree.	_____	_____
I sometimes change my mind.	_____	_____
I follow group decisions.	_____	_____
The group makes me angry.	_____	_____
Small groups are a bore.	_____	_____

Discuss some of the items in your "buzz" group. Decide what role you seem to play in a group. Are you happy with this role?

9. Finish these stories.

Tom was the best baseball player in the group. He could catch, hit, and field the ball. He knew he was good and enjoyed the praise from his friends. One day, Bill, a new boy, entered the class. He was invited by Tom to join the boys in a ball game at noon. Bill's team won because Bill was such a fine player. Tom was upset.

Peggy wants to be a better student. She really likes school, but it is almost impossible to study at home. She lives with her mother in a small apartment where her older sister listens to her records or is on the telephone until late. Her baby brother writes all over or tears up Peggy's papers, and her older brother watches television or listens to the radio way past Peggy's bedtime. The whole apartment is filled with sound and Peggy can't find a quiet place.

Many children were bringing games, toys, and other things to class. The class was constantly disturbed by this. Boys argued about who could see "it" next.

Everyone was excited because the boys and girls were told the class could take one of two trips. They had to decide upon a tour of Chicago or a trip to the Museum of Science and Industry. After

much discussion, the majority decided upon the Chicago tour. Sam was very upset. His group of five friends wanted to go to the Museum instead.

Note to the Teacher: These are only suggested stories. Others may be added which arise from actual classroom situations. These stories may be finished in a variety of ways, i. e., role playing, drawings, "buzz" groups.

10. You have received a finished story from activity #9 Write your candid comment, or honest opinion, of the solution at the bottom. Would you have solved the problem that way? If not - why not?

    Lead the class discussion on the solutions to activity #9 How many disagreed with the solutions? Was a better solution reached as a result of the class open discussion.

11. You have been chosen by the class to act as one of five observers for the week. As an observer you will keep a record of situations which presented problems. These may be in the room, gym, library, or lunchroom; on the playground; on the way to and from school. These may or may not have been solved.

12. Your committee has been given the problem situations. from activity #11 . Choose the ones of most concern to the group. Put each situation on a separate card.

13. The class has been divided into six groups. Each group chooses one of the cards (activity #12). Your group is to act-out or role-play the situation. Boys and girls in the class are to watch the dramatization or skit, and comment upon what they saw, heard, and felt about each person. They are to act as observers or reporters. Use the form suggested.

14. Write a story which involves a human problem which needs to be solved. You can solve the problem any way you wish or leave the problem unsolved for the class to discuss.

15. Cut out problem stories from the newspaper. Develop a collection of them.

16. You are on the Juvenile Jury in your room. The purpose of this group is to listen to and discuss problems presented to them. Note to the Teacher: Problems can

stem from:

newspaper clippings	(activity #15)
actual student situation	(" #11)
original stories written by the class	(" #14)

17. Add to the room's picture file. Cut out pictures which show a problem situation. Mount the picture on notebook or construction paper. Under the picture state the problem as a question.

How will this boy get home?

18. Select a picture from the picture file box. Write how you would solve the problem. Clip your solution to the picture. Discuss your solution with the group.

19. Your group has been given several pictures from activity #18. You have not been given the suggested solutions.

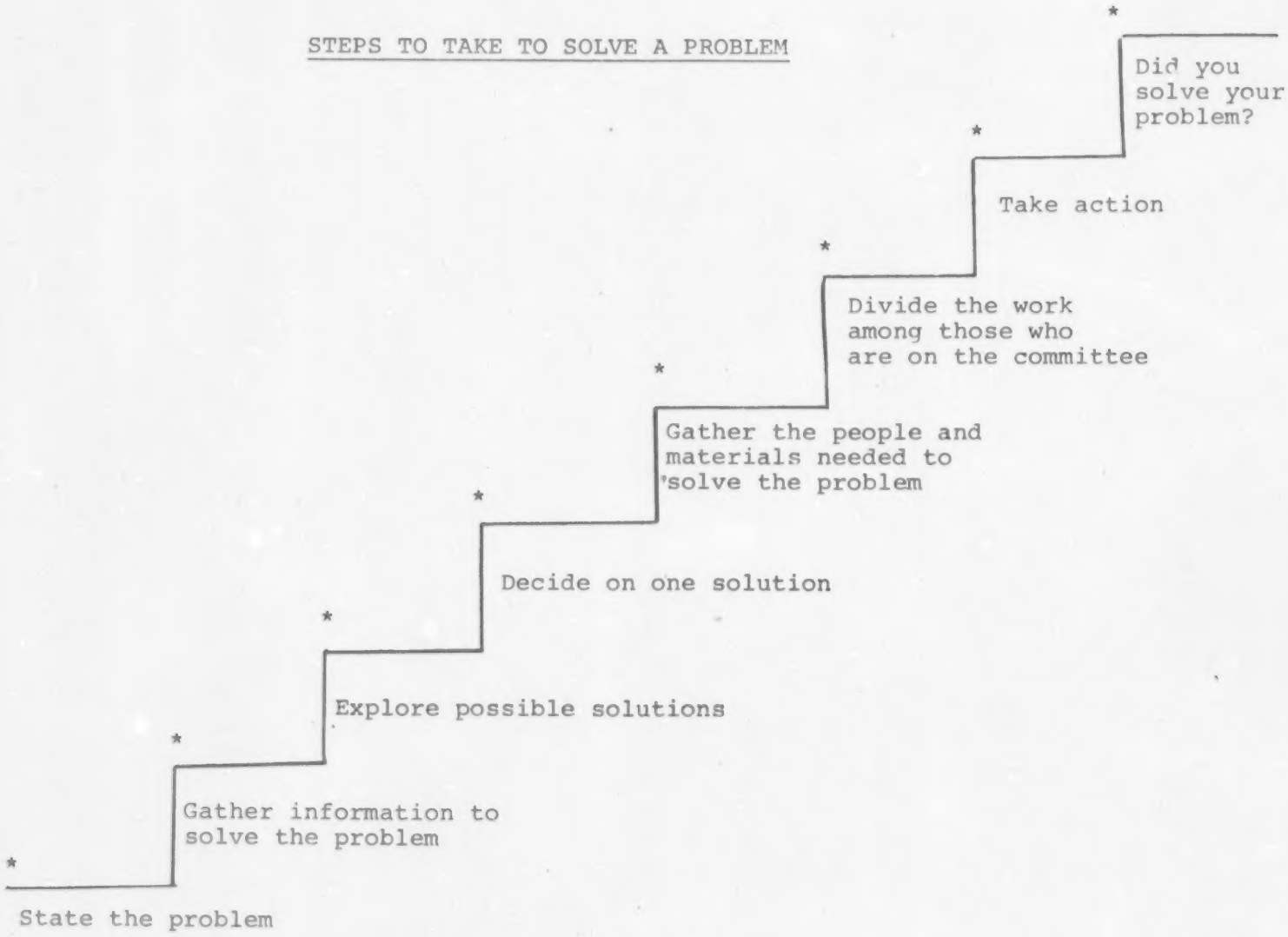
    Your group is to come to a decision. Match your group decision against the individual one. Are they the same? Different? Which is better?

20. You have been making individual and group decisions. Form "buzz" groups. Discuss some of these questions.

    How does an individual decision differ from a group decision?
    When is a group not a group?
    How does a group develop? Work?
    What do members of a group have to do to help a group feeling develop?
    Are there advantages to the group process?
    Are there disadvantages to the group process?

21. Write a brief paragraph about yourself and what you have learned about yourself as a result of this unit. Were you surprised to "see" yourself in many different ways through the eyes of the boys and girls? Has this helped you to take a more active role in your class? Reactions can be taped.

Note to the teacher: This chart can be duplicated or put on a room chart for quick reference.


STEPS TO TAKE TO SOLVE A PROBLEM
State the problem
Gather information to solve the problem
Explore possible solutions
Decide on one solution
Gather the people and materials needed to solve the problem
Divide the work among those who are on the committee
Take action
Did you solve your problem?

OBSERVER'S CHECK LIST

Name: _____

Committee Names:	Always agrees with majority	Usually disagrees	Usually presents new ideas	Changes his mind or slides back and forth	Often gets angry	Supports or helps others	Always votes with friends	Seldom says anything	Never listens to others	Talked more than anyone
1.										
2.										
3.										
4.										
5.										
6.										

CHAIRMAN	AUTOCRATIC (Makes all the decisions)	DEMOCRATIC (Leads others to take part) in the decision	LAISSEZ-FAIRE (Just lets things happen- Gives no direction
1.			
2.			
3.			

RECORDER'S NOTES

Purpose of the Meeting:

Information Gathered to Help Solve the Problem:

Possible Solutions:

Committee's Decision:

EXPERIENCING CHOICE-MAKING

The purpose of this unit is to develop an awareness that everyone is constantly involved in the decision and choice-making process and to recognize that this learned process carries with it a sense of responsibility and awareness of consequences.

Behavioral Objectives

To participate in choice-making experiences

To identify decisions which give direction to our lives

To list some of our decisions which affect other people

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Record your 1st choice opposite each item.

   My favorite--

   color is _____

   TV star is _____

   movie star is _____

   sport is _____

   hobby is _____

   school is _____

   day is _____

   month is _____

   book is _____

   comic strip is _____

2. Survey your class (use responses from Activity #1). Tally the choices for each item. Discuss the differences/similarities.

   Were you surprised at the results?

   Would it be better, easier, if everyone had made the same choice?

   What items had over 50 percent agreement?

   How did you arrive at some of your choices?

   Note to the Teacher: Establish the fact that choices are often determined by special circumstances and tastes.

3. Keep a log for five days. List each day the choices you are given and the decision you made each time. If you made the decision alone, put a check in that column. If someone else influenced your choice, name that person.

   Example:

Choices	Location	Decision	Alone	Influenced By
Chocolate White Milk	School	Chocolate	X	
Long/Short Hair	Home	Short		Mother

4. Form into groups. Compare your logs.

   How many others had similar choices to make?

   How many made the same decision?

   Did most of you make your own choice?

   What choices did most of you make alone? With help?

   Where were you when you made most of your choices alone?

   Share your results with the other groups.

5. Separate the choices from Activity #3 which you made with help/without help.

Example:

With Help	Without Help
Selecting of clothes	What to wear each day

6. How old do you think you should be before you can be expected to make a choice or come to a decision?

   2 years 5 years 10 years 18 years

   Plan a debate. Defend your position.

7. Take a class vote to determine which group was the most persuasive.

   Summarize the winning points. Did the class arrive at a decision because of--

   a logical presentation

   some personal experience

8. List as many reasons as you can why you sometimes need and welcome help in making a choice. Compare your list with others. At your age what persons are most helpful to you?

9. There are influences working on you when you make a choice. Check "Yes" or "No" to each of the following:

I sometimes make a choice so I can--	Yes	No
please my parents	___	___
be accepted by my friends	___	___
dress like my friends	___	___
impress my teacher	___	___
receive a compliment	___	___
show my independence	___	___
remain loyal to someone	___	___
help someone	___	___

10. Choice-making is not always easy. Read the poems:

    The Road Not Taken - by Robert Frost

    Choosing Shoes - by Frida Wolfe

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two reads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.

CHOOSING SHOES

New shoes, new shoes,
Red and pink and blue shoes.
Tell me, what would you choose,
If they'd let us buy?
Buckle shoes, bow shoes,
Pretty pointy-toe shoes,
Strappy, cappy low shoes;
Let's have some to try.
Bright shoes, white shoes,
Dandy-dance-by-night shoes,
Perhaps-a-little-tight shoes,
Like some? So would I.

BUT

Flat shoes, fat shoes,
Stump-along-like-that shoes,
Wipe-them-on-the-mat shoes,
That's the sort of shoes they'll buy.

Frost, Robert. You Come Too. New York: Holt, Rinehart & Winston Inc., 1959.

Wolfe, Frida. Choosing Shoes. London: Sedgwick and Jacson Ltd., 1925, p. 234.

Discuss the different kinds of choices involved in these poems. Find some other poems involving choice. Share them with your group. Note to the Teacher: Stress respect for differences of opinion. Choice making is an individual preference.

11. Write a poem of your own about how hard it is for you to make a choice. Share it with the class.

12. Pretend you have purchased the following things. Describe each purchase. List your reasons for your choice.

A pair of shoes	A shirt/blouse
A record	A birthday gift

13. Analyze your reasons in activity #12. Were they logical or emotional reasons?

For Example:

Logical Reasoning	Did you buy the shoes large enough for comfort?
	Will they wear well?
	Are they a practical color?
	OR
Emotional Reasoning	Did you buy them because everyone is wearing them?
	You like the style even though they are poorly made?

14. Discuss with the class what you think is the difference between a logical decision and an emotional decision.

Recall a logical decision you once made. Explain how you arrived at your decision.

Recall an emotional decision you made. Explain how you arrived at your decision.

15. Do you agree or disagree with Tom? Explain your reasons.

Tom just made a decision which caused him and his family much embarrassment. He is terribly upset and told his mother in the future he wanted her to make all of his decisions for him so he would never have such an experience again.

16. Conduct a group activity on cereals. The following activities are suggested:

    Cut ads from newspapers and magazines about cereals.

    Group the ads according to merit on the bulletin board.

    Select committees to report on the merits of each cereal.

    Choose a fact about each which helps you favor a particular cereal over another.

17. Finish the following "Open End" stories. What decision would you make?

    John decided to save his money so he could get a new bike. If he saved for half of it, his parents would pay for the other half. John thought that this wouldn't be too hard because he could save his allowance, and add it to what he had already saved. The next day, John's friends decided to go to a movie and asked John to go along. John thought about the money ...;

    Tom became ill and would not be in school for the school play scheduled for the next afternoon. Fred accepted his part and promised to have it memorized by the following morning. He was the star pitcher on his baseball team and they had a ball game that night. Fred was too tired after the game to memorize his part.

    Discuss Fred's situation in terms of these questions:

    What will be the consequences of Fred's decision?

    Do you think he will be willing to accept the consequences?

    Would he have made a better decision if he had thought it through?

18. Think about how you choose your friends. Below is a list of qualities a good friend might have. Number 1 to 10 the order of importance you put on each quality when you select someone to be your friend.

    _____ kindness _____ sharing

    _____ loyalty _____ listening

helpfulness	dependability
cheerfulness	fairness
friendliness	truthfulness

19. Form small groups. Compare your choice in activity #18. Now work toward a group agreement on these qualities. Compare your group results with the other groups.

    Was it difficult to reach an agreement?

    List some qualities about which everyone agreed/disagreed as to position number.

    What reasons were given?

    How did members show respect for one another's opinions?

    Is there a right/wrong way to--

tie a shoe	bake a cake
clean a room	set a table
answer the phone	brush hair
make a bed	make a model airplane
get dressed	play a game

    Demonstrate your answer to prove your point.

21. Discuss what can affect choice-making in some of the activities in #20. Are there times when you have no choice? Note to the Teacher: Lead pupils to explore different situations which call for obedience to prescribed procedure, i.e., fire drill, air raid drill, a disaster, an emergency situation, et cetera.

VOCUBULARY

choice	emotional
choose	intelligent
consequence	problem
consider	qualities
decision	selection

GOALS ARE GUIDEPOSTS

The purpose of this unit is to identify goals and to recognize the relationship which exists between the establishment of immediate goals and the realization of future goals. Intrinsic to this is the knowledge that goals represent personal hopes and ambitions which require a combination of self help and the guidance of others to be realized.

Behavioral Objectives

To identify goals which are an extension of personal hopes and ambitions

To identify future goals which depend upon the achievement of intermediate goals

To cooperate with others in order to reach a goal

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. The word "goal" has many meanings. Use your dictionary to help you discover what the word means in each of these sentences. Which sentences have the same meaning?

   Tom was chosen goal keeper.

   Goals act as guideposts for us.

   The goals at each end of the field were painted a bright orange.

"Our goal will be ten new members," said the club president.

"What is your goal in life, John?" asked Mrs. Johnson.

Captain Jim Logan scored the first goal.

The club broke up because the members didn't support its goals.

2. Every day you have a goal. In fact, you may have several goals each day. A goal is something you want to do that day. Think about today. List the things you want to do today. These are your goals for the day.

   Do you think you will reach all of these goals today?

   What could keep you from reaching some of them?

   Could you reach some of these goals if you were helped? Who might help you? How?

3. Yesterday you listed the goals or things you wanted to do for that day. Recheck your list.

   Draw a line through the goals you reached. Which ones are left? Why are they left? Did you need--

   help?
   more time?
   more information?
   better study habits?
   more practice?

   Are there other reasons you can add to this list? Compare your reasons with other boys and girls in your room.

   What have you discovered is needed to reach your goals?

4. Make a room poster. Use what you learned in activity #3.

TO REACH OUR GOALS WE MUST--

Note to the Teacher: This can be an on-going activity. As the pupils gain more and more insight into goals additional factors can be added.

5. Do you change your personal goals often? Let's try an experiment and find out.

   Every morning when you get up think about what you want to do during the day. These will be your personal goals for the day. Write these goals in the column under the day of the week.

   Before you climb into bed, look at your chart again. Put an (R) alongside those goals you reached during the day. Add to your list anything you did which you hadn't planned to do in the morning. Maybe these can be in another color ink or red pencil so they stand out from your morning's goals.

See the sample below.

MY DAILY GOALS

PLACE	MON.	TUE.	WED.	THUR.	FRI.	SAT.	SUN.
School	be on time (R) finish my work						
Home	make my bed (R) baby sit with my cousin (R)						
Outside							

Note to the Teacher: This form can be duplicated for distribution to the class. Advise pupils that other places may be added., i.e., church, club, et cetera.

6. Here is the start of a list of some personal goals. Within the next ten minutes how many of your own personal goals can you add to this list? Note: If any of the four goals listed is not one of your personal goals, cross it out.

have many friends
learn to read
become a good athlete
be more popular

_____

_____

_____

_____

Break into six groups. Compare your list with the other members of your group. Choose a secretary to write down those goals listed by three or more boys and girls in your group. The secretary will put your group list on the chalkboard.

Compare the six committee lists put on the chalkboard. Cross out any goal which is listed only once.

The remaining goals are the common goals of the boys and girls in your room. Note to the Teacher: A copy of this list may be duplicated for future reference (activity #7). Be sure each child retains his own list of personal goals for future reference.

7. Your committee is reviewing the list of Common Goals decided in activity #5. Some of these goals can be reached today. Some of these goals will be reached tomorrow. Divide the list into two columns.

TODAY (Soon)	TOMORROW (Future)

Compare your group's list with the other groups. Where do you agree? Where do you disagree? Discuss your reasons. Note to the Teacher: Discussion should reveal future goals are big goals which depend upon small daily goals as guideposts for later success.

8. "How old do you have to be to have a goal?" Pretend you are an inquiring reporter and ask everyone you meet this question. Be sure you write down the reason next to the answer.

PERSON	ANSWER	REASON

Share your information with the boys and girls in your class.

9. Study you DAILY GOALS chart (activity #5).

Which goals did you repeat day after day on your chart? Make a list of these.

_____ _____ _____

_____ _____ _____

_____ _____ _____

Did the place make a difference in your goals?
Did the day of the week make a difference in your goals?
Are there some activities which you didn't plan to do when you listed your goals in the morning?

What are some of the reasons some of your goals changed so often?
What are some of the reasons some of your goals remained the same?
Did you find you had unexpected goals each day? How did this happen?

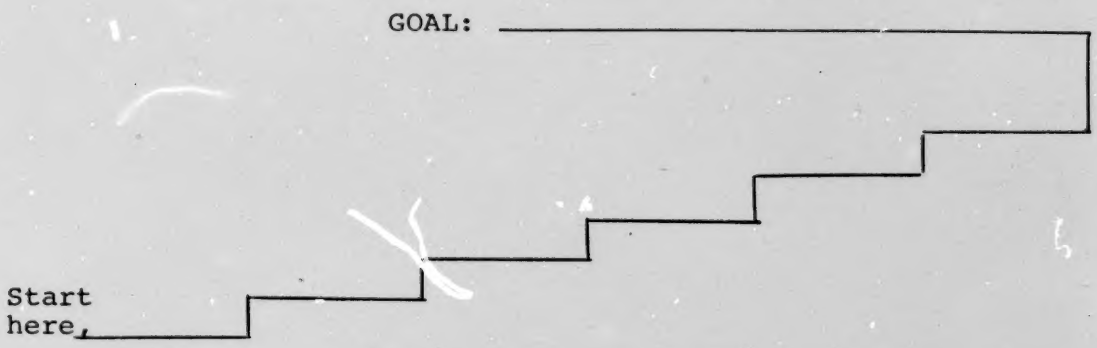
Share your thoughts with the other members of your "buzz" group.
Choose a reporter to report your thoughts to the other groups.

10. Study the Daily Goals chart (activity #5) and the Common Goals chart (activity #6) with your "buzz" group. Put these goals into the following family groups:

Educational Goals	Family Goals	Friendship Goals	Community Goals	Personal Goals

11. Your committee is to choose one of the family group of goals developed in activity #10. i.e., educational, family, friendship, et cetera.

Take one of the goals listed in the family your group has chosen. Use this form to help you decide the small goals or steps that have to be completed to reach the final goal.



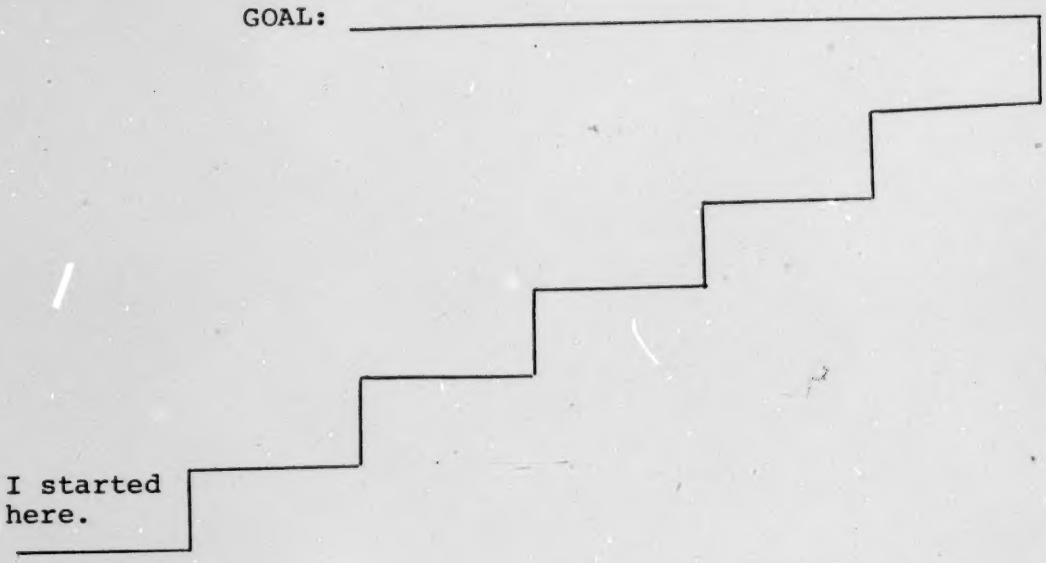
These questions may help your committee.

What small goals are needed to reach the final goal?
How will these act as guideposts to the future goal?
What person can help to make this goal possible?
What must a person do himself to reach this goal?
Is failure possible? What are the reasons?
Does failure mean the end of that goal?
Can failure be a help?

12. Plan a panel discussion under the theme or title, GOALS ARE GUIDEPOSTS.

Your group will be given a day to present the goal you chose in your family group (activity #11). Each panel member can explain one of the steps or guideposts needed to reach the goal. Note to the Teacher: A review of panel discussion procedures may be necessary prior to this session. Sessions can be taped for future reference.

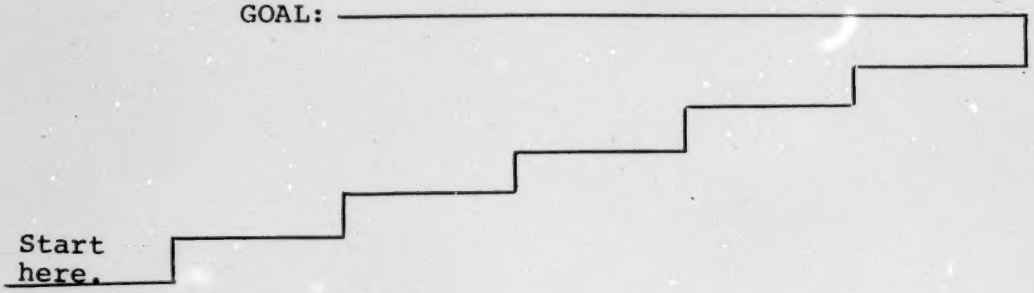
13. Volunteer to tell the boys and girls in your class about a personal goal you have accomplished. Use the chalkboard to explain the steps or guideposts you had to set to reach your goal. Did anyone help you along the way? Put the name of the person next to the step. Use this form to help you.



14. "What will I be?" Have you wondered about this? Close your eyes. Say three times, "I will be ... I will be ... I will be ..." Do you see yourself? What will you be?

    Open your eyes. Think about the small goals or guide-posts you will have to take to make this dream or goal come true.

    Fill in the steps. Who can help you? Be sure to add their names.



15. Would it surprise you to know that you help others reach their goals? Think about the ways in which you do this.

Your teacher will give you a form to use. Note to the Teacher: The persons listed are only suggestions. Additions or deletions can be made to meet the needs of your class.

HOW I CAN HELP PEOPLE REACH THEIR GOALS

PERSON	GOALS	HOW I CAN HELP
Teacher		
Librarian		
Gym teacher		
Principal		
Family		
Brother/Sister		
Community		
President		
My friend		
_____		
_____		
_____		
_____		

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This compilation is not intended to be a comprehensive list of all available materials. Rather it is offered as a guide to the teacher who may wish to compile other references. Examples of additional contemporary resources include publications such as those of the U.S. Government Printing Office, The Vocational Guidance Quarterly, or the Instructor.

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